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ABSTRACT

An assessment of the Exemplary Program for Occupational Preparation (EPOP), this report addresses itself to an identification of the project's present status, and outlines goals and objectives toward which project efforts should be directed during the final operational year. Comprehensive in scope, the program involved students at the elementary, middle, and secondary levels in the New Orleans public schools. Programmatic efforts requiring comments and recommendations included: (1) inadequacies apparent in the administrative structure, (2) features of the EPOP system which could be improved to provide maximum use of professional time, and (3) inadequacies existent in the instructional program such as instructional objectives, in-service training efforts, program coordination, and instructional materials. (SN)

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FINAL REPORT
for
An Exemplary Program for Occupational Preparation

Project No. 0-361-0125
Contract No. OEC-0-70-4783(361)
New Orleans Public Schools

August 31, 1972

Submitted
by the
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INTRODUCTION

This Final Report was prepared by members of the team employed by the Orleans Parish School System for the purpose of evaluating the Exemplary Program for Occupational Preparation (EPOP). The report will address itself to an identification of the present status of the project based on the observations and contacts with the EPOP staff since December, 1971, and a consideration of suggestions for the final contract year of the project.

The evaluation team, as a part of management, seeks to influence decisions, from an external, independent reference point, relative to the management of the program. Inherent in this approach is the necessity of determining the degree to which identifiable, measurable objectives are being realized. This goal has given rise to an immediate concern of the evaluation team, that of not having the specific behavioral process and performance objectives of the program delineated in appropriate, measurable terms.

As indicated in the Interim Report[1] dated April 24, 1972, the EPOP staff was, in September, 1971, endeavoring to continue its operation without the services of an evaluator. The present evaluation team assumed its responsibilities in December, 1971. It is felt, therefore, that maximum value to the project will be realized if this report addresses itself to:

(I) A review of the General and Specific objectives of each of the grade level divisions of the program;

(II) An account of the activities and accomplishments of each division during the last half of the second year of operation as they relate to these objectives;

(III) Recommendations believed to be pertinent to a successful final year of the program.

I. OBJECTIVES OF EACH GRADE LEVEL DIVISION

A. Elementary School

1. Provide students with information about a variety of occupations and vocational options.

2. Create a desirable attitude with regard to the dignity of work.

3. Guide the students toward development of sound occupational aspirations.

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[1]Interim Report, Project No. 0-361-0125, Contract No. OEC-0-70-4783(361), An Exemplary Program for Occupational Preparation, William G. Young, New Orleans Public Schools.

B. Middle School

1. Provide the overaged student and potential dropout with semi-skilled training in order to:

   a. give him a practical interest in remaining in school
   b. provide him with a means of earning economic supplements while he is in school
   c. provide him with salable skills if he must terminate his schooling.

2. Help this student see the relationship between core academic subjects and his chosen occupation field.

3. Help the student to develop a desirable attitude with regard to the dignity of work through skill training and vocational guidance.

C. Senior High School

General Objectives

1. Through on-the-job training provide the student with experiences in the latest methods and machinery of industry.

2. Provide job-entry skills and employability for students in areas of industrial arts, health occupations, and clerical occupations.

Specific Objectives of the Clerical Training Phase

1. Pre-Cooperative Clerical Block for Eleventh Grade Students:

   a. To acquaint students through in-school, classroom experience with the make-up and routine of some fifteen different clerical jobs.
   b. To give students an opportunity to decide those clerical jobs which they like and those for which they are qualified.
   c. To remedy those deficiencies which would prevent a student from qualifying for the job he would like to obtain.
   d. To prepare students for participation in the cooperative office education program during the twelfth grade.

2. Vocational Office Block, Including Simulated Office Environment:

   a. To provide a vocational office block at Carver Senior High School to give senior business education students an opportunity to identify themselves as potential office workers through a simulated office experience.
   b. To develop new office skills and knowledges, to refine and strengthen previously acquired office skills and knowledges, and then to integrate and apply these skills and knowledges in a simulated office.
   c. To give students an opportunity to develop and practice in an office setting those intangible qualities; such as, promptness, neatness, dependability, initiative, etc., which have such a direct bearing on job success.

3. Programmed Instructional Teaching of Typewriting and Shorthand:

   a. To develop the learner's skill in manipulating the operative parts of the typewriter.
   b. To reinforce initial learnings through smaller packets of instruction.
   c. To allow disadvantaged students many opportunities to experience success by providing individualized programmed instruction which allows each student to progress at a rate consistent with his own ability.
   d. To improve the student's skill in reading and carrying out instructions.
   e. To expand the student's problem-solving ability.
   f. To develop the learner's ability to type by touch at a minimum skill of thirty gross words a minute with no more than five errors in a five minute timed writing.
   g. To develop a program in Typewriting I, which eliminates the lock-step approach, a program which will not be hindered by the erratic attendance which is so frequently a characteristic of the disadvantaged student, a program which is more student-directed than classroom directed.
   h. To build upon existing research to further determine through a controlled program whether disadvantaged students can become better typists when taught with the individualized programmed approach rather than the traditional approach.

i. To develop an employable skill in typewriting so that the learner will be qualified to enter the cooperative office education program at the twelfth grade level and/or the labor market upon high school graduation.

D. Out-of-School Youth

Through night courses train youth who have left school through graduation or dropout in the marketable trades of auto-mechanics and mechanical drawing so that they can earn a living wage. (See Bibliography, #1, pages 12 and 13.)

II. ACTIVITIES AND ACCOMPLISHMENTS OF EACH DIVISION

A. Elementary School

The objectives of the Elementary Component of the Exemplary Program for Occupational Preparation are to (a) provide students with information about a variety of occupational and vocational options, (b) create a desirable attitude with regard to the dignity of work, and (c) guide the students toward development of sound occupational aspirations.

Four elementary schools (Dunn, Edwards. Moton, housing grades 1-5, and St. Philip the Apostle, grades 1-8) participated in this project. These four schools collectively represent an enrollment of approximately 3,500 students from the Desire area. The elementary advisor is responsible for this component of the program which involves working with teachers and pupils in 125 classrooms. He spends one day per week in each school, and visits each classroom at least once each month.

During each school visit an effort is made to visit as many classes as possible. From eight to ten informal teacher conferences are held each day, and large and small group meetings with teachers are held on a regular basis. In addition, he meets with teachers at regularly established faculty meetings of each school as well as with individuals or small groups on demand to discuss specific problems such as advantageous utilization of World of Work materials, scheduling of special demonstration lessons[2] for a particular social studies unit and planning for suitable field trips for various class groups. (See Appendix A, Exhibit IV.)

Since the conception of the program, the elementary advisor has prepared and distributed information concerning occupations. He has also developed a twenty-eight page mimeographed booklet, Suggested Activities and Information on Career Development at the Elementary Level (see Appendix A, Exhibit XIII), which was distributed to all elementary teachers in the program

[2]Dunn, C.J. and Payne, B.F., World of Work: Occupational-Vocational Guidance in the Elementary Grades, A Handbook for Elementary School Teachers and Counselors.

as well as to their principals, district superintendents and key administrative personnel in the central office. In addition, the elementary advisor has prepared two Suggested Unit Outlines on Career Development, one for the primary level (grades 1-3) and one for the intermediate level (grades 4-6). (See Appendix A, Exhibits XIV-A and XIV-B.)

Essentially, at the primary level, the Unit Outline (see Appendix A, Exhibit XIV-A) deals in depth with the basic concepts of the value of work. The unit is tied in with the social studies area at the first, second and third grade levels respectively and addresses itself to an identification of workers in the home, community, and city. In addition, specific jobs (nurse and postman) are introduced as a means of developing awareness of their roles in the world of work and their importance in society.

The Unit Outline at the intermediate level (see Appendix A, Exhibit XIV-B) builds upon the basic concepts established and adds vocational-occupational goals to the program. Starting with the kinds of jobs performed by the family, the unit moves to relating them to the variety and levels of jobs found in the community. The unit then focuses realistically on the kinds of abilities and skills required by various occupations. With this in mind, provisions are made for self-examination of interest, abilities, strengths and weakness by each child to help him explore various pathways toward a vocational goal. These units have been distributed to all teachers and principals of the schools involved. In addition, they serve as a basis for the demonstration lessons and discussions relative to the utilization of World of Work materials. (See Appendix A, Exhibit IV.)

Demonstration lessons referred to above are conducted by the elementary advisor in all elementary classrooms involved in the project. In addition to the materials already described, he also utilizes filmstrips, tape recorders, and other non-book materials.

This contact with teachers has provided a vehicle for the exchange of ideas and the development of concepts for specific lessons or units. A tangible result of these meetings is the Suggested Unit Outlines for primary and intermediate levels already discussed.

Early in the planning, the decision was made to administer an opinion survey (Vocational Information Questionnaire) of the use of vocational information in schools to determine the change of attitudes, if any, in administrators, counselors, and teachers involved in the program. (See Appendix A, Exhibits V, VI and VII.)

As indicated in Exhibits VI (Pre-test) and VII (post-test), there was a definite change, positive in nature, relative to the attitudes of administrators, counselors, and teachers involved in the project. Responses to each question indicate this shift in attitude towards a more positive awareness of the values inherent in the program. This change in attitude also revealed the need for additional information and materials, vocational in nature, for teachers, counselors, and administrators. As a result, Vocational Centers were established in each of the four elementary schools involved. These centers have filmstrips, films, tapes, records, and books related to social studies units and occupational preparation. (See Appendix A, Exhibits III and IV for inventory of materials.) In addition, each staff member has been furnished a copy of the World of Work, A Handbook on Occupational-Vocational Guidance in the Elementary Grades, by C.J. Dunn and B.F. Payne.

A revised instrument designed to measure students' attitudes toward work was administered in September, 1971, and again in May, 1972. Revision of the original instrument included: (a) Deletion of confusing or ambiguous items, (b) reduction of the number of test items from 25 to 20, (c) re-ordering of test items according to a random method, (d) testing only of evenly numbered grades for two consecutive years, and (e) deletion of the aspirational test instrument. (See Appendix A, Exhibits I and II.)

The revised Attitude Towards Work scale was, in terms of the revision, administered only to grades two and four in the participating schools: (1) St. Philip the Apostle, (2) Henderson H. Dunn, (3) Helen S. Edwards, and (4) Robert R. Moton. The statistical pre-test and post-test data are presented in Appendix A, Exhibit XII.

The tables compare pre-test and post-test measures of the attitude variable. It should be noted that a negative (-) mean difference indicates a negative attitude towards work as revealed in the differences between the pre-test and post-test scores.

Since the test was administered only to the second and fourth grade classes in each school and since all except one of these grades enrolled less than thirty students each, it was decided to use "students" t distribution for determining the significance, if any, of attitudinal change.

Tables in Exhibit XII indicate, for each of the four schools: (a) The number of students in each grade tested, (b) mean of the differences between the pre-test and post-test scores for each grade, (c) the standard deviation for each

grade's scores, and (d) the t-statistic or the deviation of change in attitude as indicated by the paired dependent variables.

It should be noted that, in addition to the significant positive gain in attitude toward work within each school realized during the first year of the program, each school again showed additional gain in attitude towards work during the second year of the program. It is true that the gain was not as great, but eleven of the thirty-one classes tested showed a gain in attitude towards work at the .05 level of significance. Three of the classes showed gains at the .025 level of significance.

Fifty field trips were planned, scheduled, and completed by the elementary advisor and teachers in their respective schools. Seven new places were added as field trip sites for the current year. Guidelines for scheduling and suggestions for follow-up procedures were prepared and discussed with teachers and staff. (See Appendix A, Exhibits VIII, IX, X, and XI.)

During the year "Career Days" were held on April 5, 6, and 7 for all students of the participating schools in grades 5 through 8. The job areas explored by the students were:

April 5 — Firefighter, Telephone Operator, Health Occupations

April 6 — Telephone Installer, Auto Mechanic, Social Worker

April 7 — Cashier, Sales (Auto), Clerical Worker

Three representatives from the business community were present each day to discuss the characteristics of their occupations and to answer questions raised by students.

At the end of the presentations and question-and-answer period each day, students were conducted on a tour of the vocational shop areas of Carver Middle and Senior Schools.

Invitations to "Career Day" activities were also extended to the parents of the students served by the program. Approximately 675 students and parents were in attendance.

B. Middle School

The objectives of the Middle School Program, as defined in the original proposal[3] (#1, page 12) are to provide the

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[3] An Exemplary Program for Occupational Preparation

overaged student and potential dropout with semi-skilled training in order to supply him with (a) a practical interest in remaining in school, (b) a means of earning economic supplements while he is in school and during summer recesses, and (c) salable skills if he must terminate his schooling. In addition, the middle school program seeks to provide the student with an understanding of the relationship of core academic subjects to his chosen career field, as well as to help him develop a desirable attitude toward work and semi-skilled training.

During this reporting period, staff meetings were held in which planning for implementation of classes in child care, food handling and carpentry were undertaken. These meetings included the EPOP advisor and the middle school administrative personnel. Further, steps were also taken to involve potential dropouts in the above-mentioned semi-skilled areas. The first step consisted of encouraging students to be available for interviews that would place them in the program. There were seventy-four such interviews. Of the seventy-four, twenty were rejected for a variety of reasons, the most common of which involved "college-bound" students who were merely curious or wanted something different to do. (See Appendix B, Exhibit V.) Secondly, classroom teachers and counselors were asked to utilize their knowledge of the students for the purpose of referring those children who would most benefit from participation in the training classes. Screening of potential students involved the consideration of age, grade, records of academic performance and student behavior, school attendance, and economic needs of students.

Concurrent with the semi-skilled training classes, field trips (see Appendix B, Exhibit II) were planned to expose students to relevant work situations. In the case of child care classes, trips were made to day care centers and nurseries for the purpose of helping the students understand the operation and personnel requirements for these kinds of occupations. Students enrolled in food handling likewise received practical experience by working in the school cafeteria and participating in visits to neighboring restaurants and food factories.

In providing practical experience for students enrolled in the semi-skilled carpentry classes, arrangements were made for the students to plan and construct two complete houses with finished interiors and exteriors.

The houses were constructed according to previously developed plans. Each had a total area of 64 square feet. Twenty-eight students of the seventh and eighth grade carpentry classes participated in the construction of the houses. The classroom instructor judged the students' work according to the following criteria: Could the student properly make measurements? Could the student read and implement blueprints?

Could the student follow directions? Could the student properly use available materials? The houses, when completed, were inspected by the instructor and then dismantled for reassembly by future participants in the program.

As further practical experience, the carpentry students assisted in partitioning a section of the school building for use as a curriculum planning area.

The middle school advisor served as liaison between the carpentry instructor and the program coordinator, communicating the progress of the project. He also ordered the materials for construction. The materials ordered are itemized in Appendix B, Exhibit VII. They were paid for with EPOP funds and used for the exclusive purpose of training students in the skills of carpentry.

In keeping with the defined objectives of EPOP, consideration is being given to introducing more vocationally oriented courses into the middle school curriculum in an effort to realize more continuity in the curriculum. Specifically, plans are underway to introduce the Industrial Arts Curriculum Project (IACP) Construction Course for Career Opportunities beginning with the Fall semester of the next academic year, 1972-1973. Serious consideration is also being given to determining the need to shift emphasis within established core courses toward developing salable skills.

At the middle school level, instructional efforts continue to broaden the basic concepts of the World of Work (see Appendix A, Exhibit IV) introduced at the elementary school level. This is being done through weekly Career Day activities in the Environmental Arts Department, through increased use of community resources (human and material), through increased use of career oriented instructional materials (films, printed matter, slides, etc.) in all areas of the middle school curriculum, and through increased numbers of field trips. (See Appendix B, Exhibit VIII.)

To assess the effect of the occupational training offered at the middle school, a pre-test/post-test designed to measure the students' attitude toward work was administered at the beginning of the school term and again during the last week of the school session. (See Appendix B, Exhibit IV.) The data from the testing is shown in the table contained in Appendix B, Exhibit IX.

The data presented in Appendix B, Exhibit IX, indicates that the curriculum had positive effects upon students participating in the EPOP program at the middle school level as measured by The Attitude Toward Work Survey.

To facilitate student awareness of job opportunities and careers, films related to jobs and careers were shown within the Environmental Art Department on a scheduled once-a-week basis at all grade levels. Each film treated a specific job. The Environmental Art Department, consisting of the industrial arts, art and music classes, combined its classes on Fridays to view the career films and meet with resource persons having careers related to the films being shown. (These films were securred through the audio-visual center of the Orleans Parish School Board.) Each month, one resource person from a local business (i.e., Avondale, South Central Bell, etc.) would answer questions concerning the particular career under consideration. (See Appendix B, Exhibit VI.) During the course of a given Friday, every student within the school (1,685) would have been afforded the opportunity of addressing the resource person. The films and presentations were staged in the school auditorium, thus allowing for the greatest possible exposure.

In combination with these efforts, teachers were encouraged to display information about careers in their individual classrooms. Eight bulletin boards were utilized for this purpose. The bulletin boards displayed job-seeking techniques, proper interviewing practices, etc.

Having discussed the function of EPOP within the school, community aspects of the program are due consideration.

Facts and information concerning EPOP objectives and activities were disseminated during workshops sponsored by (1) Jackson Brewery, (2) South Central Bell, and (3) Louisiana Training Institute. These workshops also emphasized vocational education and career opportunities. The value of these workshops may include publicity afforded the program.

A continuation of career awareness from the elementary school level was realized through classroom demonstration lessons and fieldtrip excursions. (See Appendix B, Exhibit II.)

Efforts were made to secure summer employment for students enrolled in the semi-skilled training classes. Of the 74 students, 39 applied for summer jobs through the middle school advisor. Thirty-two were successfully placed in job slots with NYC, AFL-CIO, restaurants, independent carpenters and food stores. (See Appendix B, Exhibit III.)

C. Senior High School

The objectives of the senior high school component as defined by the source document (#1, pages 12 and 13) are: "(1) through on-the-job training (OJT) to provide students with experiences in the latest methods and machinery of industry, (2)

to provide job entry skills and employability for students in the area of industrial arts, health occupations and clerical occupations, (3) to provide counseling designed to promote positive attitudes towards work and to improve the students' job-seeking techniques, and (4) to assist students in making vocational choices through self-evaluation of their own skills, interests, aptitudes and accomplishments."

To become eligible for On Job Training (OJT) slots, senior students had to have completed two or more industrial arts courses in either woodworking, mechanical drawing, electricity, or power mechanics (small engine repair).

Vocational counseling was available to the approximately 440 students enrolled in the senior high component, including those pupils in the OJT program as well as those enrolled in Practical Nursing, The Vocational Office Block, Office Simulation and the "Pre-COE" Clerical Block. The students were counseled both individually and in groups. Counseling sessions included the following areas of concentration: (1) job-seeking techniques, (2) attitudes toward work, (3) interviewing, (4) filing of applications, (5) resume writing, (6) job finding resources, (7) evaluation of self-concept, and (8) interest surveys including Kuder Preference Records. (See Appendix C, Exhibit II for a numerical accounting of student participation in these various exercises.)

Several techniques were employed during group counseling sessions. There were general group discussions considering the topic of basic information necessary for competence in applying for a job and involving approximately 110 participants. Role playing techniques were used to emphasize appropriate interview behaviors. More than 100 students participated in this activity. Rap sessions involving approximately 95 students were held wherein the students expressed their reactions to the vocationally oriented information. Other techniques used in the counseling sessions included viewing and discussion of films and filmstrips, and simulated experience in the completion of application forms.

The filmstrips used in these sessions were entitled:

1) "Importance of a Job"
2) "Determining the Right Job"
3) "Preparing for the Job"
4) "Finding a Job"
5) "Getting the Job"
6) "What the Employer Expects"
7) "Supervisor-Subordinate Relationships"
8) "Fellow Worker Relationships"
9) "Role of Profit"
10) "Seven Fatal Sins"
11) "Seven Vital Virtues"
12) "Good Working Attitudes"

Two films entitled "Applying for a Job" and "Your Job: Good Work Habits" were also viewed by approximately 300 students participating in the program.

The individual counseling was more personal, often dealing with adjustment problems or difficulties on the job and decision-making regarding job preferences. The students who participated in the one-to-one counseling were most often those seeking OJT slots or those already in such slots and experiencing difficulties.

During the summer there were 49 OJT slots available. The following table indicates how OJT positions were filled:

Agency	No. of Students	Type of Experience
Housing Authority of New Orleans	15	Maintenance
Internal Revenue Service	6	Clerical
U.S. Navy	8	6 Clerical 2 Electronics
N.Y.C.	20	Varied: Clerical Drafting Maintenance

These placements were realized primarily through the efforts of the EPOP High School Vocational Counselor.

The vocational counselor maintained continuous contact with the students placed in OJT slots. In addition, he established contact with both prospective and participating employers through periodically scheduled meetings.

Because the career education principle is a primary concern for EPOP, a handbook was developed describing EPOP activities and objectives. (See Appendix C, Exhibit VII.) This handbook, developed by the vocational counselor, was distributed to the entire staff of the schools and made available for others inquiring about the EPOP program.

The vocational counselor was also instrumental in promoting curriculum changes which have been either approved for next year's school session or are pending approval. Two of the changes involve the restructuring of the senior year mathematics and English courses in order to better prepare students for pre-employment testing by exposing them to the types of material commonly found in such tests.

These curriculum changes were precipitated by a workshop attended by the English consultant, the mathematics supervisor, representatives from South Central Bell Telephone Company, heads of the English and Mathematics Departments of Carver High School, the EPOP staff, the school guidance counselor, the Supervisor of Industrial Education, and the Supervisor of Continuing Education.

During the workshop, consideration was given to whether the English and Mathematics Sections could better serve students entering the labor pool by redirecting the emphasis of course content in the senior mathematics and English classes. Placement attempts and employment test results at South Central Bell had revealed that most students could not meet employment entry requirements. Notably, a large number had failed the pre-employment test, which is constructed of tenth-grade level mathematics and English exercises.

As a result of the workshop, the mathematics and English senior courses were restructured to be more specific in nature. That is, the senior mathematics course would emphasize addition, subtraction, multiplication, division, percentages, ratios and basic computational mathematics. Exercises involving algebra, geometry, trigonometry, etc. would be deemphasized. Likewise, the senior English classes would emphasize resume writing, letter writing, basic grammar and communication. The area of English literature would be deemphasized. Both senior mathematics and senior English are elective courses. There are courses in the curriculum that provide advanced mathematics and English for those students who are college bound. Through this arrangement, both vocational and college preparatory students will find classes developed according to their immediate needs.

Other program changes predicted for the coming project year include the development of a new course entitled "Maintenance Repairman" (see Appendix C, Exhibit VI for course outline) and the structuring of a new woodworking course (see Appendix C, Exhibit V, for course outline).

PROJECT ADMINISTRATION

A major factor in the ultimate success of any exemplary program is an organizational framework structured operationally to support the process, product, and management objectives of a program. Implicit in such an organizational structure are clearly defined lines of authority and responsibility that foster decisions based upon informed judgments, made with dispatch at the appropriate administrative level, and made by those most intimately informed. Effective, imaginative leadership and goal realization are spawned by such an organizational arrangement.

The Director of EPOP devotes one-fifth of his time to the program while simultaneously serving the New Orleans Public Schools as full-time Supervisor of Industrial Education. Under such an arrangement, the Project Director is denied the opportunity to provide the needed time and energy demanded by this exemplary program. In effect, topside, aggressive, imaginative leadership, necessary to realizing the maximum benefits of the program, is not continually available to EPOP, and the liaison role of the Program Coordinator appears to be insufficient to the operational, day-to-day needs of EPOP. The geographic distance of the Director from the program site has at times delayed the on-the-line decision-making process. Jointly, the time and space factors have produced some morale problems and some momemtum loss to the program. In addition, problems of openness and flow of communication have surfaced. If, because of school system structure, final administrative authority must reside with the Supervisor of Industrial Education, serious thought should be given to delegating sufficient authority to the on-site Coordinator to help insure effective, efficient administration of EPOP. This may aid also in overcoming the authority vacuum in on-site decision-making that has tended to diminish the initiative and enthusiasm of the staff and to erode valuable time and energy.

STAFF UTILIZATION AND PROGRAM DEVELOPMENT

To maximize the opportunity for and the resultant benefits of intensive (continuing) staff planning and program development, the EPOP management team might move to place the project staff on a twelve-month employment basis. Among the longitudinal benefits of such a move would be the investment in professional staff development that would endure through a cadre of trained personnel after the project terminates.

A problem that has been cited in previous formal reports and that continues is that of providing for the maximum use of the professional time and technical efforts of the EPOP staff. A better utilization of professional time and talents would occur if support personnel were provided to handle such non-professional tasks as clerical duties, data collection, requisitioning of materials and supplies, etc. Such manpower could be had through employment of additional clerks and aides. A continuing assessment of the duties and workload of all project staff personnel is in order.

Initial and continuous orientation of teacher and administrator participants to the purposes of EPOP and to current concepts of career education strikes at the heart of success with the exemplary program. A planned, sequential in-service education program--one that truly supports the nature and intent of EPOP--will not only free the project staff of repetitious orientation, but will also allow for a broadened and varied program of in-service education that will help insure immediate and long-range benefits of EPOP for the boys and girls of the New Orleans Public Schools. Two types of in-service education are suggested: One that allows the staff to visit and to study model vocational programs similar to EPOP, and one that brings in professional consultants external to the system to work in in-service education with project and program personnel. One operational consideration, however, is required in providing in-service education to professional program participants, i.e., that official provision be made for classroom teachers to be released from teaching duties during "company" time in order to insure the greatest possible yield from such in-service education efforts.

As part of management, the evaluation team has assumed the responsibility of reviewing staff appointments to EPOP. It is curious to note that, in a system as large as the New Orleans Public Schools, with many qualified counselors available, the middle school advisor is not certified for his role. It is to be noted, however, that the middle school advisor is certified in Special Education and is presently pursuing course work that will lead to counselor certification. Competency-based appointments build in a potential success feature in exemplary programs.

The potential is there for the impact that EPOP can have on the career preparation of students involved in the program. An equal potential exists for the impact that EPOP can have when a comprehensive, master plan of career education is confected for the New Orleans area.

CONCLUSIONS AND RECOMMENDATIONS

Administration of EPOP

1 ☐ Administrative structure continues to weaken the decision-making process because of the split levels of administration: Authority and responsibility are divided between sites-locations.

Appropriate authority and responsibility should be delegated to on-site staff to expedite and enhance the quality of the decision-making process.

Management of EPOP

2 ☐ All EPOP personnel are adequately trained for their respective positions with the exception of the middle school advisor. His credentials qualify him to work in special education.

Administration should give thoughtful consideration for choices in personnel consideration. Administration should continue to support the middle school advisor in his efforts to gain certification.

3 ☐ Even though professional staff works methodically with implementation of the EPOP objectives, their efforts continue to be diluted because of an inadequate support staff.

Each professional staff member should be provided with either aid or clerk-typist services.

4 ☐ In-service education and special training for project and program staff continues to be inadequate for dealing with the objectives established for EPOP.

A well-planned, systematic program of in-service education should be established for both staff members and program participants.

5 ☐ There continues to be inadequate communication among professional personnel at all levels.

Staff persons should be provided with sufficient support personnel to provide time necessary to assure open and continuous lines of communication both vertically and horizontally.

6 ☐ Record keeping is such that staff must spend a disproportionate amount of time retrieving data.

A systematic data retrieval system (as generated by a research design written in behavioral terms) should be implemented so that materials are available when decisions are to be reached, so that all materials used are available for report writing and public dissemination, and so that effective and efficient administration can be achieved. (See Conclusion-Recommendation #3.)

EPOP's Instructional Program

7 ☐ The objectives of the project are not defined in measurable terms and, as a result, the project staff is encountering difficulty in determining the degree to which step goals are established and EPOP objectives are realized.

The management team should move to expedite a refinement of objectives so that the third action year can be more efficiently measured.

8 ☐ By this point, the needed instructional materials have been requisitioned.

An inventory should be made to insure that requested instructional materials are on hand for the beginning of the final action year of the project.

9 ☐ The on-the-job training aspect of the program has not been as successful as anticipated.

The High School Vocational Counselor should be more aggressive in pursuing more OJT slots and should work in close cooperation with similar New Orleans Public School vocational programs. The Community Advisory Committee should be an active resource for finding OJT slots and seeking public cooperation in this effort.

10 ☐ There is little or no cooperation between EPOP and other vocational education programs within the school, within the system or within the community.

Greater effort must be expended in the coordination of and the dissemination of the EPOP program into New Orleans Public Schools and the communities served. Here, too, the Advisory Committee must play a dominant role.

11 ☐ Even though the design of EPOP, except for the objectives as currently defined, is sound and exemplary, EPOP has not realized its full impact on the community or on career education.

In order for EPOP to realize its full potential, the evaluation design must be modified, the Advisory Committee reactivated and utilized, and EPOP's role in the community identified and expanded.

12 ☐ The program has not developed (expanded) as originally designed. However, with a more efficient evaluation design, flexible extensions to other schools are possible.

The Project Director should with all deliberate speed secure the modified evaluation design (behavioral objectives). The evaluation team should in the third action year identify those aspects of EPOP essential to its success and recommend that they be transplanted into other vocational programs within the New Orleans area.

13 ☐ EPOP staff and program participants have worked diligently with and without evaluation teams. The degree to which they were successful is apparent in the progress that has been realized through two action years.

This record of effort and achievement is worthy of note and recognition. Continued support from all levels is justified.

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A P P E N D I X A

APPENDIX A, EXHIBIT I
(Original)

Grades 1 - 5, 6 Form ATW-E - "Attitudes Toward Work"

THIS IS TO SEE HOW YOU FEEL ABOUT SOME THINGS. THERE ARE NO RIGHT OR WRONG ANSWERS. CIRCLE EITHER THE YES OR NO ACCORDING TO HOW YOU FEEL.

1.	Should all grown-ups work?	YES	NO
2.	Would you like to do an important job?	YES	NO
3.	Do you think you should work to get money?	YES	NO
4.	Do you think people who work make lots of friends?	YES	NO
5.	Do you think people should work hard?	YES	NO
6.	When you finish school do you want to work?	YES	NO
7.	Do you think anybody really wants to work?	YES	NO
8.	Do you think people who work are happy?	YES	NO
9.	Should people get money who don't work?	YES	NO
10.	Do you think people work just for money?	YES	NO
11.	People who don't work are lazy.	YES	NO
12.	When you get a job do you think you will be a good worker?	YES	NO
13.	Should people who have families have to work?	YES	NO
14.	Do you think people who work are unhappy?	YES	NO
15.	Do you like adults who don't work?	YES	NO
16.	Do you think all jobs are important?	YES	NO
17.	Should people ever do a job they don't enjoy?	YES	NO
18.	Would you like to have a summer job when you are old enough?	YES	NO
19.	Would you like to earn money?	YES	NO
20.	When you get older would you like to live on welfare?	YES	NO
21.	Do you like adults who work?	YES	NO
22.	Do you think people who work help other people?	YES	NO
23.	Will you just work hard enough to get by?	YES	NO
24.	Would we be better off if no one worked?	YES	NO
25.	I hope that some day I get a good job.	YES	NO

APPENDIX A, EXHIBIT II

(Revised)

THIS IS TO SEE HOW YOU FEEL ABOUT SOME THINGS. THERE ARE NO RIGHT OR WRONG ANSWERS. CIRCLE EITHER THE YES OR NO ACCORDING TO HOW YOU FEEL.

1.	When you finish school do you want to work?	YES	NO
2.	Do you think all jobs are important?	YES	NO
3.	Do you think people who work are happy?	YES	NO
4.	When you get a job do you think you will be a good worker?	YES	NO
5.	Do you think people should work hard?	YES	NO
6.	Should all grown-ups work?	YES	NO
7.	Would you like to have a summer job when you are old enough?	YES	NO
8.	Would you like to do an important job?	YES	NO
9.	Should people who have families have to work?	YES	NO
10.	Should people get money who don't work?	YES	NO
11.	Do you think anybody really wants to work?	YES	NO
12.	Will you just work hard enough to get by?	YES	NO
13.	Do you think you should work to get money?	YES	NO
14.	Do you think people who work help other people?	YES	NO
15.	Do you like adults who don't work?	YES	NO
16.	Do you like adults who work?	YES	NO
17.	Do you think people work just for money?	YES	NO
18.	Should people ever do a job they don't enjoy?	YES	NO
19.	Do you think people who work are unhappy?	YES	NO
20.	Do you think people who work make lots of friends?	YES	NO

APPENDIX A, EXHIBIT III

Exemplary Vocational Materials

Housed Within Each School

I. Living With Your Family

- A. What Is A Family?
- B. The Family Has A New Baby
- C. A Day With Your Family
- D. Family Fun

II. Community Workers and Helpers - Group I

- A. Doctor's Office Workers
- B. Library Workers
- C. School Workers
- D. Supermarket Workers

III. Community Workers and Helpers - Group II

- A. Department Store Workers
- B. Fire Department Workers
- C. Hospital Workers
- D. Television Workers

IV. Food, Clothing, and Shelter

- A. How We Get Our Homes
  1. Planning the Home
  2. Building the Foundation
  3. Building the Shell of the Home
  4. Finishing the Home
- B. How We Get Our Clothing
  1. The Story of Cotton
  2. The Story of Wool
  3. The Story of Leather
  4. The Story of Rubber
- C. How We Get Our Foods
  1. The Story of Milk
  2. The Story of Bread
  3. The Story of Fruits and Vegetables
  4. The Story of Meat

V. Foundations for Occupational Planning

- A. Who Are You?
- B. What Do You Like To Do?
- C. What Is A Job?
- D. What Are Job "Families"?
- E. What Good Is School?

APPENDIX A, EXHIBIT IV

Exemplary "World of Work" Books

Housed Within Each School

SERIES I

LET'S TAKE AN AIRPLANE RIDE
LET'S GO TO THE ZOO
LET'S GO TO THE SUPERMARKET
LET'S BUILD A HOUSE
LET'S VISIT THE FIRE STATION

SERIES II

LET'S VISIT A SHIP
LET'S GO TO THE FAIR
LET'S TAKE A BUS TRIP
LET'S GO TO THE DOCTOR'S OFFICE
LET'S VISIT THE POLICEMAN

SERIES III

LET'S VISIT THE POST OFFICE
LET'S VISIT A TV STATION
LET'S VISIT A FARM
LET'S GO TO SCHOOL
LET'S GO CAMPING

SERIES IV

LET'S VISIT THE RAILROAD
LET'S VISIT THE NEWSPAPER
LET'S VISIT A SPACESHIP
LET'S VISIT THE TELEPHONE COMPANY

SERIES V

LET'S PUBLISH A BOOK
LET'S VISIT MEXICO CITY
LET'S VISIT THE DAIRY
LET'S VISIT THE HOSPITAL
LET'S VISIT THE BANK

SERIES VI

LET'S VISIT AN ELECTRIC COMPANY
LET'S VISIT A RUBBER COMPANY
LET'S VISIT A MINING COMPANY
LET'S VISIT AN OIL REFINERY
LET'S VISIT A PAPER MILL

SERIES VII

LET'S VISIT A FURNITURE COMPANY
LET'S VISIT A SILVER COMPANY
LET'S VISIT A BAKERY
LET'S CHOOSE A PET
LET'S VISIT A FLOWER SHOP

APPENDIX A, EXHIBIT V

Please identify your profession by placing an (x) in the proper space.

Administrator _____
Counselor _____
Teacher _____

This questionnaire is an attempt to get your opinion on some of the questions that have arisen concerning the use of vocational information in schools. We are interested only in your agreement or disagreement with the following statements, not in the truth or falsity of them. In some cases you may feel that you do not have enough information to make a judgement; in such instances we would like you to make the best judgement possible. Please read each statement and respond to it in terms of your personal agreement or disagreement according to the following plan.

Strongly Agree	Moderately Agree	Moderately Disagree	Strongly Disagree
A	B	C	D

Please select the letter indicating your choice.

1. Vocational guidance should be provided to all children at the elementary level. _____ ____

2. Providing occupational information to elementary school children will help them in choosing their high school courses. _____ ____

3. The making of career decisions begins in the elementary school. _____ ____

4. The elementary school curriculum should be altered in order that a specified time be devoted to the study of career information. _____ ____

5. Vocational information at the elementary level should be imparted through the use of games, plays, clubs, assembly programs, audio-visual aids and excursions__ ____

APPENDIX A, EXHIBIT V (con'd)

6. The elementary school is the ideal level at which vocational guidance should begin _____ ____

7. The success of the guidance program at the elementary level depends largely on the amount of involvement of the classroom teacher. _____ ____

8. Career information in the elementary school should be presented to students by the counselor rather than by the teacher. _____ ____

9. Occupational information has a claim to a place in the elementary school curriculum just as any other information and knowledge. _____ ____

10. The elementary grades are the ideal level at which children should learn about the dignity of work. __ ____

11. Junior and senior high school counselors can be more effective with students who have received career information in the elementary grades. _____ ____

12. Elementary schools providing ineffective vocational guidance may be contributing to future social problems. _____ ____

13. A school program designed to provide occupational information should include a study in values. ____ ____

14. In my school, teachers are sufficiently equipped with knowledge of the world of work to provide information about a number of occupations to their students. _____ ____

15. There is sufficient vocational information available in my school to assist students in making educational plans and career decisions. _____ ____

APPENDIX A, EXHIBIT VI

Pre-Test

Please identify your position by placing an (x) in the proper space.

Administrator _____
Counselor _____
Teacher _____

This questionnaire is an attempt to get your opinion on some of the questions that have arisen concerning the use of vocational information in schools. We are interested only in your agreement or disagreement with the following statements, not in the truth or falsity of them. In some cases you may feel that you do not have enough information to make a judgement; in such instances we would like you to make the best judgement possible. Please read each statement and respond to it in terms of your personal agreement or disagreement according to the following plan.

(45 Tested)

Strongly Agree	Moderately Agree	Moderately Disagree	Strongly Disagree
A	B	C	D

Please select the letter indicating your choice.

	A	B	C	D
1. Vocational guidance should be provided to all children at the elementary level. _____	28	11	2	0
2. Providing occupational information to elementary school children will help them in choosing their high school courses. _____	29	10	1	2
3. The making of career decisions begins in the elementary school. _____	14	20	4	3
4. The elementary school curriculum should be altered in order that a specified time be devoted to the study of career information. _____	10	19	9	3
5. Vocational information at the elementary level should be imparted through the use of games, plays, clubs, assembly programs, audio-visual aids and excursions. _____	31	9	1	0

APPENDIX A. EXHIBIT VI (Con'd)

		A	B	C	D
6.	The elementary school is the ideal level at which vocational guidance should begin.	20	17	1	0
7.	The success of the guidance program at the elementary level depends largely on the amount of involvement of the classroom teacher.	22	11	10	2
8.	Career information in the elementary school should be presented to students by the counselor rather than by the teacher.	19	11	7	3
9.	Occupational information has a claim to a place in the elementary school curriculum just as any other information and knowledge.	19	20	1	2
10.	The elementary grades are the ideal level at which children should learn about the dignity of work.	38	3	0	0
11.	Junior and senior high school counselors can be more effective with students who have received career information in the elementary grades.	26	12	2	2
12.	Elementary schools providing ineffective vocational guidance may be contributing to future social problems.	22	13	7	1
13.	A school program designed to provide occupational information should include a study in values.	31	9	1	1
14.	In my school, teachers are sufficiently equipped with knowledge of the world of work to provide information about a number of occupations to their students.	8	17	8	8
15.	There is sufficient vocational information available in my school to assist students in making educational plans and career decisions.	1	9	16	13

APPENDIX A, EXHIBIT VII

Post-Test

Please identify your position by placing an (x) in the proper space.

Administrator _____
Counselor _____
Teacher _____

This questionnaire is an attempt to get your opinion on some of the questions that have arisen concerning the use of vocational information in schools. We are interested only in your agreement or disagreement with the following statements, not in the truth or falsity of them. In some cases you may feel that you do not have enough information to make a judgement; in such instances we would like you to make the best judgement possible. Please read each statement and respond to it in terms of your personal agreement or disagreement according to the following plan.

(45 Tested)

Strongly Agree	Moderately Agree	Moderately Disagree	Strongly Disagree
A	B	C	D

Please select the letter indicating your choice.

	A	B	C	D
1. Vocational guidance should be provided to all children at the elementary level.	38	7	0	0
2. Providing occupational information to elementary school children will help them in choosing their high school courses. _____	32	12	0	1
3. The making of career decisions begins in the elementary school. _____	24	19	1	1
4. The elementary school curriculum should be altered in order that a specified time be devoted to the study of career information. _____	17	19	7	2

APPENDIX A, EXHIBIT VII (Con'd)

	A	B	C	D
5. Vocational information at the elementary level should be imparted through the use of games, plays, clubs, assembly programs, audio-visual aids and excursions.	15	18	10	2
6. The elementary school is the ideal level at which vocational guidance should begin.	36	7	1	1
7. The success of the guidance program at the elementary level depends largely on the amount of involvement of the classroom teacher.	18	24	1	1
8. Career information in the elementary school should be presented to students by the counselor rather than by the teacher.	14	14	11	6
9. Occupational information has a claim to a place in the elementary school curriculum just as any other information and knowledge.	17	21	4	1
10. The elementary grades are the ideal level at which children should learn about the dignity of work.	31	13	1	0
11. Junior and senior high school counselors can be more effective with students who have received career information in the elementary grades.	27	15	3	0
12. Elementary schools providing ineffective vocational guidance may be contributing to future social problems.	15	15	9	6
13. A school program designed to provide occupational information should include a study in values.	28	15	1	0
14. In my school, teachers are sufficiently equipped with knowledge of the world of work to provide information about a number of occupations to their students.	8	19	13	4
15. There is sufficient vocational information available in my school to assist students in making educational plans and career decisions.	1	10	25	8

APPENDIX A, EXHIBIT VIII

Exemplary Program for Occupational Preparation

General Guidelines for Field Trips

1. The number of students taking a field trip should be limited to not less than fifty-five, and not more than sixty in order to assure full utilization of bus space and compliance with driver insurance regulations.

2. Parental involvement on field trips is encouraged. (At least two per bus)

3. A telephone call should be made the day before the trip to remind the company of your visit.

4. A thank-you letter by the students or teacher would be appreciated. (See sample below)

SAMPLE THANK YOU LETTER SENT TO THE BUSINESSES, AGENCY OR SCHOOL AFTER THE TRIP.

Dear Sir:

The students and staff of _____ (Name of School) thank you for the courtesy and attention you offered us on our visit to _____ (Name of place visited) . It was a most valuable experience for us. The cooperation of people like yourself is vital for building the citizens and workers of tomorrow's society.

Thank you,

Leonard C. Belton /s/
Elementary Vocational Advisor

APPENDIX A, EXHIBIT IX

Exemplary Program for Occupational Preparation

Possible Field Trip Entries

Place	Contact	Students
American Sugar Company	Public Relations 271-5331	5th Grades & Above
American Tel. & Tel. Company	Public Relations 522-4722	
Bunny Bread Bakery	Public Relations 241-1206	
Blue Plate Foods Company	Inez Nunphy 488-6634	4th Grades & Above
City Hall, Mayor's Office	Frank Bertucci 522-6191	
Delgado Trade School	John Cain 486-5403	
Flint Goodridge Hospital	Mrs. Weil 899-4521	
Lakeside Shopping Center	(No Contact Needed)	
Main Post Office	P.J. Bachers 527-2201	5th Grades & Above
Major Industrial Areas of City	(Bus Ride)	
National Airlines	Edward Plaeger 729-3616	
N.O. International Airport	(No Contact Needed)	
Oakwood Shopping Mall	(No Contact Needed	
Times Picayune Company	Public Relations 521-7325	5th Grades & Above
Union Passenger & Bus Terminal	Mr. Hahn 524-8541	
Walker Roemer Dairies	Mrs. Murphy 887-4170	Closed on Wed.
Walking Tour of French Quarter	(No Contact Needed)	
Wylon Beauty Products	525-6377	

APPENDIX A, EXHIBIT X

	Number of Teachers within School by Grades									
School	K	I	II	III	IV	V	VI	VII	VIII	Total
H.H. Dunn	2	7	6	5	3	6				29
H.S. Edwards	1	7	7	6	7	7				35
R.R. Moton	2	7	7	6	6	5				33
St. Philip the Apostle	1	2	11	1	1	1	1	1	1	10

	Number of Pupils within School by Grades									
School	K	I	II	III	IV	V	VI	VII	VIII	Total
H.H. Dunn	70	220	182	168	88	171				989
H.S. Edwards	70	196	180	170	238	212				1,066
R.R. Moton	70	214	194	197	209	167				1,051
St. Philip the Apostle	25	72	30	38	32	34	28	29	28	345

APPENDIX A, EXHIBIT XI

Fieldtrips	No. of Students Involved Per Trip	No. of Teachers Involved Per Trip	No. of Parents Involved Per Trip
Bunny Bread Bakery	936	45	30
Blue Plate Foods Company	180	6	6
City Hall, Mayor's Office	450	22	15
Clearview Shopping Center	176	16	7
Dominican College Planetarium	54	3	2
Kennilworth Subdivision	37	3	1
Lakeside Shopping Center	335	25	11
L. A. Frey Meat Packing Company	422	25	17
Major Industrial Areas of City (Bus Ride)	638	36	21
Multi-Oaks Ranch	44	5	2
N. O. International Airport	454	37	12
N. O. Public Library	458	25	14
Oakwood Shopping Center	708	37	21
Times Picayune Paper Company	119	13	5

APPENDIX A, EXHIBIT XII

Table 1

Robert R. Moton

Comparison of Pre-Test and Post-Test Attitudes Toward Work Scale

Grade	No. of Students	Mean of the Differences	Standard Deviation	t-Statistic
Second	19	- .1578	5.1236	.1343
	19	+ .5789	4.8912	.5159
	22	-1.0909	8.4847	.6030
	22	-1.5000	7.3662	.9551
	18	-3.1111	6.0282	2.1895*
	21	+ .9047	5.6027	.7400
Fourth	17	+2.1176	3.8059	2.2941*
	21	- .2380	4.3806	.2490
	23	- .0869	4.4508	.0936
	27	-1.8518	5.4328	1.7711*

*Significant at the .05 level

Table 2

Helen S. Edwards

Comparison of Pre-Test and Post-Test Attitudes Toward Work Scale

Grade	No. of Students	Mean of the Differences	Standard Deviation	t-Statistic
Second	26	-1.3461	5.2683	1.3028
	18	- .6666	7.5925	.3725
	24	- .4166	4.6989	.4344
	22	+2.7272	3.9902	3.2058*
	21	- .4285	7.7625	.2530
Fourth	24	-3.8750	4.9371	3.8450*
	22	- .4090	3.5004	.5481
	27	+ .2592	8.3047	.1622
	28	-1.7857	7.1669	1.3184*
	24	-6.3750	3.9652	7.8762*
	22	+ .4090	4.1936	.4575

*Significant at the .05 level

Table 3

Henderson H. Dunn

Comparison of Pre-Test and Post-Test Attitudes Towards Work Scale

Grade	No. of Students	Mean of the Differences	Standard Deviation	t-Statistic
Second	22	+5.6299	5.4693	4.8281*
	24	+2.0000	23.0000	1.8290*
	22	+1.7727	7.0503	1.1793
	14	- .0142	11.0705	.0048
	18	- .8333	6.2895	.5621
	13	- .1538	10.8769	.0509
Fourth	31	+1.2903	3.7433	1.9191*
	25	- .6800	4.5617	.7453

*Significant at the .05 level

Table 4

St. Philip The Apostle

Comparison of Pre-Test and Post-Test Attitudes Towards Work Scale

Grade	No. of Students	Mean of the Differences	Standard Deviation	t-Statistic
Second	27	+1.5925	4.6265	1.7886*
Fourth	26	-1.1923	5.3293	1.1407

*Significant at the .05 level

APPENDIX A, EXHIBIT XIVI

Suggested Activities

and

Information

on

Career Development

at the Elementary Level

Exemplary Program for Occupational Preparation

1970-71

APPENDIX A, EXHIBIT XIV-A

"Suggested Unit Outlines"

on

Career Development

P R I M A R Y L E V E L

(Grades 1-3)

Exemplary Program for Occupational Preparation

1971-72

Compiled

by

Leonard C. Belton

under

the

supervision

of

Richard A. Theodore

and

under

the

direction

of

William G. Young

for

use

in

The Desire Area Schools

Henderson H. Dunn Elementary School
Helen S. Edwards Elementary School
Robert R. Moton Elementary School
St. Philip the Apostle Elementary School

Exemplary Program for Occupational Preparation

NEW ORLEANS PUBLIC SCHOOLS

THIRD GRADE--WORK AND WORKERS

A Study of My City

1. Transportation in my city
   a) Bus terminal
   b) Train depot
   c) Air terminal

2. Wholesale market

3. Public utilities
   a) Water supply
   b) Power supply

4. Communication in my city
   a) Telephone
   b) Newspaper
   c) Radio
   d) Television
   e) Post office

5. Establishments that deal with food
   Bakeries, milling companies, meat packers, and the like

6. Manufacturing in my city
   Kind of establishments will depend on the community

7. City government
   a) The mayor and his assistants
   b) Fire department
   c) Police headquarters
   d) Health commissioner
   e) Street and sewer department

8. Cultural development in my city
   a) Schools
   b) Libraries

9. Recreation in my city
   a) City parks
   b) Theaters

10. Religious life in my city
    a) Chruches of various denominations

Unit III: The Activities of People in their Jobs

General Objective: To study the school neighborhood and the people in it in order to learn how neighborhoods differ, how goods are produced, how the jobs of people affect their income, where people live and their relationships with other people.

First, Second and Third-Grade Level:

Questions:

1. What is a neighborhood? What keeps a neighborhood together? What jobs are done in the neighborhood?

2. How do different types of neighborhoods mean differences in jobs and way of living?

   a. Small town neighborhoods.
   b. Big city neighborhoods.
   c. Suburban neighborhoods.
   d. Farm neighborhoods.

3. Where are the houses, stores and factories in the neighborhood?

   a. When do people move to new or better housing?
   b. Why are stores important?
   c. What jobs are there in stores used by people?
   d. What is a factory?

   Activity: Choose a factory that is familiar with the class. Study this in depth.

   (1) What are some things that decide where the factory will be built?
   (2) What jobs are in this factory? Pictures of work and workers. Do a Job Tree of this factory. List different types of jobs on the "branches".

Questions appropriate for reports on occupations at all levels:

1. Is it a hard job? Why?
2. What are the hours you work?
3. What tools does it require?
4. Do you wear a uniform?
5. Do you have help?
6. What does the job usually pay?
7. What does the worker do to help others?

Suggested problems

A. What color is your mailman's uniform?
B. What does he carry letters in?
C. What is mailbag made of?
D. Do all mailmen travel on foot?
E. What are special letters and large packages delivered in?
F. Where does your postman get the mail he delivers?
G. What must he do with mail before leaving post office?
H. What does he leave your mail in?
I. Who pays your postman's salary?

Possible related experiences

A. Read stories in basic book relating to postman
B. Construct toy post office
C. Let children take turns playing postman
D. Visit local post office
E. Pupils mail cards to each other (send to school address)
F. Paintings and drawings of postman at work
G. Attractive bulletin board of pictures pertaining to mailman
H. Library books
I. Make booklets containing new vocabulary such as postman, mailbag, mail truck, post office, letters
J. Original poems about postman
K. Learn songs about postman

Desired Outcomes

A. Knowledge and understandings
    1. Postman's uniform is gray-blue
    2. He carries letters in mailbag when delivering on foot
    3. Mailbag is made of leather and weighs fifty pounds when full of mail
    4. Mailman gets letters at post office
    5. Before leaving on his route, he must sort mail to speed up delivery
    6. Postmen have special duties
        a) Some deliver mail on foot
        b) Some deliver special-delivery letters and small packages by car
        c) Some deliver parcel-post packages and large bulky mail by mail truck
        d) Some gather outgoing mail from letter boxes at a regular time, and take it to the post office
        e) The postman walks from door to door, up and down steps, crossing street to another house until all letters are delivered
        f) He leaves mail in mailbox near door or through slot in door
        g) Postman hired and paid by U.S. government
        h) Carries great responsibility
        i) "Mail always gets through"

Possible related experiences

1. Make charts emphasizing the following points:
   a) Father earns money to buy food
      Eat proper foods
      Do not waste food
   b) Father earns money to buy clothes for family
      Take care of clothes
   c) Father earns money to pay rent and fuel bill, also dentist and doctor bills
   d) Father helps at home
      Makes small repairs
      Does some painting
      Takes care of furnace
      Takes care of yard and garden
   e) Mother helps at home
      Takes care of the children
      Cleans the house
      Makes the beds
      Does the cooking
      Washes, irons, and mends the clothes
      Nurses family when ill
   f) Children help
      Take care of personal appearance
      Take care of personal belongings and toys
      Obey parents
      Have good conduct
      Help younger brothers and sisters
      Run errands
      Set and clear table
      Help with the dishes
      Dust furniture
      Help care for pets
2. Read stories in basic and supplementary readers that deal with family life
3. Make booklets, posters, frieze depicting members of family at work
4. Bulletin board of pictures labeled for children to read
5. Relate original personal home experiences
6. Participate in discussions
7. Engage in dramatic play
8. Assembly programs-present plays about homelife
9. Give pantomimes of work each member of family does-children to guess who
10. Original poems and riddles'
11. Individual booklets containing new vocabulary learned relating to unit
12. If possible construct toy home in classroom
13. Exhibition of all work done in connection with home unit-invite other classes, parents
14. Write words such as father, mother, etc.
15. Learn songs relating to home and family life
16. Encourage children to read further independently through library books

Desired Outcomes

A. Knowledge and understandings
   1. Nurses spend many months in study and training for their lifework
   2. They work in hospitals as student nurses
   3. They learn how to help the doctors
   4. They become known as "trained nurses"
   5. Kinds of work nurses do
      a. Some work in doctors' offices
      b. Some work in hospitals or homes helping sick people to get well
      c. Some work in schools, in clinics to help people keep well
   6. Aids school doctor with examination
   7. Makes visits when her help and advice is needed

B. Increased ability to--
   1. Follow directions
   2. Be more observing
   3. Share knowledge with others
   4. Correlate other subjects
   5. Enter freely into discussions
   6. Use new vocabulary learned during presentation of this unit

C. Increased respect for--
   1. The nurse as a worker
   2. The services she renders
   3. Amount of work nurse does and its importance
   4. Nurse's responsibilities
   5. The nurse as a friend

Social Studies Outline for Grade I

THE NURSE

Major Problem: What is the nurse's work in the school?

Objectives

A. Understandings
   1. The scope of the nurse's work in the school.
   2. How she helps the schoolchildren
   3. Her duties to schoolchildren
   4. Nurse must train and prepare for her job
   5. Other kinds of work nurses must do
B. Increasing child's ability to--
   1. Plan, carry out plans, evaluate results
   2. Seek information from reliable sources
   3. Contribute to an activity
   4. Share experiences
   5. Lead and follow good leadership

Possible approaches
A. Pictures
   1. Illustrations of nurses at work--Red Crsoo posters
B. Discussions
   1. Why did the teacher send Susie in to see the nurse?
   2. What did the nurse do for her?
   3. Other children relate what nurse has done for them
C. Stories, poems, songs about the nurse

Suggested problems
1. Who is our school nurse?
2. What days does she visit the school?
3. Why do we need a nurse?
4. What does the nurse do if a child is ill in the school?
5. How does the nurse help the doctor?
6. How can we help the nurse?
7. Why does she visit the homes?
8. Why must she train for her work?
9. What other kinds of work do nurses do?

Possible related experiences
1. Invite school nurse to talk to class about proper health habits
2. Dramatization of the nurse's duties in school
3. Make booklet showing nurse weighing child, nurse bandaging finger of child, etc.
4. Individual experience charts
5. Hearing stories read

Desired Outcomes

A. Knowledge and understandings
   1. Composition of a family
      Mother, father, and children
   2. The contributions each member makes to family welfare and comfort
      (see 1, under "Possible related experiences")
   3. Economic need for father working outside home
      a) Money he earns supplies needs (food, clothes, housing) and enables members of family to live comfortable and enjoyably
      b) Money used to pay other types of workers
   4. The economic need for father working inside home
      a) Making repairs and caring for home and yard saves money for whole family
      b) Emphasize need for thrift
   5. Understand interdependence of family members
   6. Understand need for good conduct
      a) To respect each other's rights as individuals
      b) To keep order in home
      c) To have smooth-running home

B. Increased ability to--
   1. Secure information through questions, discussions, investigations and record results on experience charts
   2. Solve problems
   3. Take responsibility for completing tasks started
   4. Work with spirit of willing cooperation
   5. Be a good leader
   6. Follow directions with high degree of accuracy
   7. Learn, understand, retain, and use new vocabulary acquired
   8. Express his own ideas

C. Increased respect for--
   1. The worker in the home
   2. Work done in the home
   3. The fact that mother and father must work hard to supply needs and wants of children
   4. Services given in the home
   5. Authority and discipline in the home
   6. Developing keen interest in activities at home
   7. Cleanliness, care of furnishings, smooth running of the home
   8. Promoting happiness of loved ones through sharing simple pleasures and helping to create pleasant home atmosphere
   9. Performing duties willingly at home
   10. Taking responsibility for care of personal appearance, belongings, toys, pets
   11. Courtesy, thoughtfulness, kindness

Social Studies Outline for Grade I

THE POSTMAN

Major Problem: Why do we need the postman?

Objectives

A. Understandings and knowledge
   1. Lead child to understand that the postman is a very important community helper
   2. We could not get along very well without him
   3. The performance of his duties is indispensable to all
   4. He is one of our means of communication--a link to the world about us
   5. Comprehend the scope of work which the different types of postmen perform
      a) Types of collectors and their special duties
   6. Color and type of uniform
   7. "Tools" of a postman
      a) Mailbag for carrying letters
      b) Mail truck for collecting letters and delivering large packages
   8. Know that mail service is given to a community by the government
   9. Government pays salary of postman

B. Increase ability to--
   1. Secure information from reliable sources
   2. Solve problems
   3. Report information accurately to a group
   4. Make plans
   5. Use tools correctly
   6. Work helpfully with others
   7. Complete task started

Possible approaches
A. Cards
   1. If someone in class is ill, send a "cheer card"
   2. Send invitations to parents to school assembly or party
   3. Inquire if children send and receive Christmas, Valentine and Easter cards
B. Pictures
   1. Postman at work
   2. Local post office
C. Discussions
   1. Children describe own experiences with postman
   2. Children describe experienes receiving or sending mail
   3. Invite postman to come to classroom
   4. Plan trip to post office

Social Studies Outline for Grade I

THE HOME

Major Problem: Who are the workers in the home?

Objectives

A. Understandings
   1. The home is the center of family life
   2. The family as a social unit
   3. The family group is composed of a mother, a father, and children
   4. The various activities of individuals in the family
   5. Children's contribution to family welfare
   6. Real cooperation means doing the daily necessary tasks
   7. Sharing in activities of family group increases enjoyment for each member
   8. Each member should be respected as an individual
   9. Why work is socially desirable and economically necessary

B. Increasing child's ability to--
   1. Participate freely in group discussions-give short talks
   2. Increase powers of observation and awareness of surroundings
   3. Make adjustments needed for working willingly as member of a group
   4. Develop powers of creative expression through dramatizations
   5. Correlate other subjects such as drawing, music, etc.
   6. Evaluate his work

Possible approaches
   1. Interest aroused through basal book during reading program
   2. Attractive picture books on library table
   3. Attractive bulletin board of pictures
   4. Reading other stories and poems pertaining to family life
   5. Detailed examination of related pictures, followed by discussion of same
   6. Relating personal experiences
   7. Making charts

Suggested problems
   1. Who are the persons who make up the family unit?
   2. What work does father do?
   3. Why must father work?
   4. What work does mother do?
   5. What work can children do?
   6. How should children behave in the home?
   7. Why must children obey parents?
   8. Why is money needed in the family?
   9. What can each one in the family do to make life happy for all?

SECOND GRADE--WORK AND WORKERS

Community Helpers

A. Community helpers who protect us
   1. Those who protect our health
      a) Doctors
      b) Dentists
      c) Nurses
      d) Garbagemen
   2. Those who protect our person
      a) Policemen
      b) Firemen

B. Community helpers who help feed us
   1. Farmers
   2. Dairy workers
   3. Supermarket workers
   4. Bakery workers

C. Community helpers who provide shelter
   1. Carpenters
   2. Plumbers
   3. Electricians
   4. Bulldozer operators

D. Community establishments that provide products and services
   1. Drugstores
   2. Hardware stores
   3. Shoe stores
   4. Furniture stores
   5. Lumberyards
   6. Appliance stores
   7. Department stores
   8. Variety stores
   9. Dry-cleaning establishments

E. Other community helpers
   1. Bankers
   2. Librarians
   3. Postmen

INTRODUCTION TO THE VOCATIONAL-OCCUPATIONAL PROGRAM

Unit I: What do Families do?

General Objective: What are the jobs the family does that make life more pleasant?

First, Second and Third-Grade Level:

Questions:

1. What does Mother do?
   Prepare a chart story from children's contribution.

2. What does Father do?
   Chart, pictures.

3. What do I do?
   Oral reports listing jobs children can do.
   What do brothers and sisters do?

4. What do other workers that come to the home do?
   (Mailman, milkman, repairmen, meter readers, garbage collectors, etc.)

Unit II: The Wide World of Jobs

General Objective: To develop concepts about the wide variety and levels of jobs in our community

Questions:

1. What different jobs do our fathers and mothers have in our classroom?

2. Can we relate these jobs to how they contribute to the good of the community?
   (Choose an occupation to study in depth that contributes to community living.)

3. Workers are interdependent.
   (Charts and books with pictures illustrating this concept.)

APPENDIX A, EXHIBIT XIV-B

"Suggested Unit Outlines"

on

Career Development

I N T E R M E D I A T E L E V E L

(Grades 4-6)

Exemplary Program for Occupational Preparation

1971-72

Compiled

by

Leonard C. Belton

under

the

supervision

of

Richard A. Theodore

and

under

the

direction

of

William G. Young

for

use

in

The Desire Area Schools

Henderson H. Dunn Elementary School
Helen S. Edwards Elementary School
Robert R. Moton Elementary School
St. Philip the Apostle Elementary School

Exemplary Program for Occupational Preparation

NEW ORLEANS PUBLIC SCHOOLS

INTRODUCTION TO THE VOCATIONAL-OCCUPATIONAL PROGRAM

Unit I: What do Families do?

General Objective: What are the jobs the family does that make life more pleasant?

Fourth, Fifth and Sixth-Grade Level:

Questions:

1. What contribution to happy family life do its members make?
   Discussion, questions, lists.

2. What is my family's work plan?
   Each child may prepare a short report on his family's work and what he does to contribute. Plan should answer about cooking, cleaning, repairs and skills needed to perform them.

3. Since a source of income is needed to satisfy the wants and needs of a family, how does my family derive its source of income?
   List of different occupations in the class.

Questions:

1. Show filmstrip "Your Family and You" as a basis for discussion of the theme "What Families Do."

2. Preparation of a good family work plan that each child thinks would be fair and equitable with allowances for the family source of income.

3. Establishment of awareness of the wide variety of occupations by the occupations held by wage earners in the class.

4. Different jobs affect the way in which people live.

Unit II: The Wide World of Jobs

General Objective: To develop concepts about the wide variety and levels of jobs in our community

Fourth, Fifth and Sixth-Grade Level:

Projects:

1. Relate father and mother's jobs to the community and the contribution they make.

Oral discussion, panels, etc.

2. Study a job agreed upon by the class in depth. Field trip to place of job would be helpful.

3. Relate value of good work habits in school as contributing to future goals.

Questions appropriate for reports on occupations at all levels:

1. Is it a hard job? Why?
2. What are the hours you work?
3. What tools does it require?
4. Do you wear a uniform?
5. Do you have help?
6. What does the job usually pay?
7. What does the worker do to help others?

Projects:

1. Use the following filmstrips as a basis for group discussions:
   "What is a job?"
   "What are job families?"
   "What good is school?"

2. Prepare a chart on the main industries in our community.
   Develp a bulletin board on how these industries contribute to community welfare.
   List the many different occupations that our main industries depend upon.
   Use resource people from industry.
   Emphasize how education contributes to the ability to perform one of these occupations.

3. A chart should be prepared to use with the filmstrips and movies. The chart should give hints to the children about what to look for and listen to.
   Examples:
   a. What product was involved?
   b. What were the manual skills needed?
   c. What was the training required for the job?
   d. What were the personal requirements for the job?
   e. What contributions do the jobs make to the community and to the family?

Questions appropriate for reports on occupations at all levels:

1. Is it a hard job? Why?
2. What are the hours you work?
3. What tools does it require?
4. Do you wear a uniform?
5. Do you have help?
6. What does the job usually pay?
7. What does the worker do to help others?

Unit III: Relating Abilities, Skills and Interests to the Job

General Objective: To provide children with the opportunity to explore the relationship of abilities, skills, and interests to various vocational pursuits.

Fourth, Fifth and Sixth-Grade Level:

Questions:

1. What do I want to be now? What could I actually do now?
   (Physical development, skills and experiences in assuming even minor responsibilities should be explored.)

2. What kinds of activities do I like to do now?
   Discuss some of the activities the group likes best.
   Group these activities on a chart or on the blackboard into general areas such as art, music, sports, home arts, science, etc.
   Administer the "Inventory of Children's Interests" (about 55 min.). Allow children to score their own inventories and participate in plotting their own profiles.

3. How do interests relate to skills and abilities, e.g., grades in school?
   Resource? SVE filmstrip, "What Good is School?"
   Entertain group discussion of things liked.
   Raise the question as to the changing of interests as one gets more experience and learns more about the world and the self.
   Explore activities which the pupils dislike. Why is this?
   Can one expect uninteresting things about all jobs?

4. What kind of jobs do particular interests lead toward achieving?

Unit V: Paths Toward Vocational Goals:

General Objective: To help children explore various pathways toward vocational goals.

Fourth, Fifth and Sixth-Grade Level:

1. Give each child the opportunity to make a summary of himself:
   skills and particular talents, abilities, strengths and weaknesses.
   Answer the questions:
   a. What would I like to improve in myself?

b. How would I go about achieving this improvement?
c. Is it important that I demonstrate my skills and abilities?
   If so, how should I go about this?
d. Is it always important to do well on tests? Why?
e. Should I set some goals for myself?
   (Avoid the impression that vocational goals should be set now, but encourage children to think about these. Some intermediate success goals in school could be explored with the idea that these are steps toward major life goals.)

2. Present occupational information materials from various sources:
   Industry and business.
   Ideas from resource persons.
   SRA Occupational Briefs.
   Pictures of work and workers.

3. Consider vocations in broad areas of interest and skill.
   a. Working with ideas.
   b. Working with things.
   c. Working with people and animals.
   d. Working outdoors and indoors.
   e. Working in one place or many places.
   f. Selling and/or serving.
   g. Creating, producing , and reproducing.

4. How is a vocational choice made? (Use SVE filmstrip, "What is a job")
   a. Is money important?
   b. Respect of others?
   c. Boss or worker?
   d. Contribution to society?
   e. Helping others?
   f. What will be available?
   g. What will be needed?
   h. Ethnic group considerations?

5. Leisure, recreation, hobbies, avocations.

FOURTH GRADE--WORK AND WORKERS

My State Compared with Other Communities of the World

A. Michigan cities and why they are important
   1. Lansing-state government
   2. Detroit-automobiles
   3. Grand Rapids-furniture
   4. Flint-automobiles
   5. Pontiac-automobiles
   6. Muskegon-engines, gray iron foundries
   7. Kalamazoo-paper and drugs
   8. Battle Creek-cereals

B. Michigan industry
   1. Manufacturing
      a) Furniture (high quality)
      b) Automobiles
      c) Chemicals
      d) Drugs
      e) Paper

   2. Agriculture
      a) Fruits--cherries, strawberries, blueberries, apples, pears, peaches, muskmelons
      b) Vegetables--beans, asparagus, sugar beets, celery
      c) Field crops--corn, wheat, oats, alfalfa, potatoes
      d) Dairy products
      e) Poultry
   3. Mining
      a) Iron ore
      b) Copper
      c) Salt
      d) Others--gypsum, limestone, granite, gems, coal
   4. Lumbering
   5. Recreation
      a) Fishing
      b) Boats and harbors

FIFTH GRADE --World of Work

Industries of the United States Studied in Fifth Grade

A. New England States
   1. Textile
   2. Metal
   3. Fishing
   4. Quarrying

B. Middle Atlantic states
   1. Coal mining
   2. Manufacturing
      a) Electrical wares
      b) Iron and steel
      c) Photographic equipment
   3. Canning
   4. Shipbuilding

C. South Atlantic states
   1. Tobacco
   2. Cotton

D. South Central states
   1. Petroleum
   2. Cattle raising
   3. Farming
      a) Rice
      b) Sugarcane

E. North Central states
   1. Automobile
   2. Meat packing
   3. Farming
      a) Dairy
      b) Corn

F. West Central states
   1. Flour milling
   2. Sheep raising
   3. Wheat

G. Mountain states
   1. Mining
      a) Gold
      b) Silver
      c) Copper
   2. Smelting
   3. Vegetable growing

H. Pacific states
   1. Fruit growing
   2. Lumbering
   3. Airplane manufacturing

APPENDIX A, EXHIBIT XV

JOBS IN YOUR COMMUNITY

A Career Day Program

Presented by

Exemplary Program for Occupational Preparation

Wednesday, Thursday and Friday

April 5, 6, 7, 1972

9:30 to 11:00 A.M.

Desire Area Elementary Schools

Program

Wednesday, April 5, 1972

Invocation	
Theme	Mr. Richard Theodore
Introductions	Mr. Jude T. Sorapuru
Telephone Operator	Miss Gayle Johnson South Central Bell
Fire Fighter	Mr. Warren McDaniels New Orleans Fire Dept.
Social Worker	Miss Elaine Cunningham Juvenile Court (New Orleans)
Tour of Vocational Areas, Carver Middle School	Robert R. Moton Elementary School - Messrs. Harris and Belton
Tour of Vocational Areas, Carver Senior School	Edwards and St. Philip Elementary Schools - Messers. Theodore and Sorapuru

Thursday, April 6, 1972

Introductions	Mr. Jude T. Sorapuru
Mechanics	Mr. Stanley Stewart Carver Sr. High, Student
Health Occupations	Miss Diane Robinson Carver Sr. High, Student
Telephone Installer	Mr. Warren Lawless South Central Bell
Tour of Vocational Areas, Carver Middle School	Henderson H. Dunn Elementary School, Messrs. Harris and Belton
Tour of Vocational Areas, Carver Senior High School	Moton Elementary School - Messrs. Theodore and Sorapuru

Friday, April 7, 1972

Introductions	Mr. Jude T. Sorapuru
Distributive Education	Mrs. Christine LaGrange Carver Sr. High, Teacher
Automobile Salesman	Mr. Mac Dunbar Bernie Dumas Buick, Inc.
Cooperative Office Education	Miss Marilyn Pierre Carver Sr. High, Teacher
Closing Remarks	Richard A. Theodore
Tour of Vocational Areas, Carver Middle School	Helen S. Edwards, St. Philip Elementary School, Messrs. Harris and Belton
Tour of Vocational Areas, Carver Senior High School	Dunn Elementary School- Messrs. Theodore and Sorapuru

The faculty, staff and students of the Elementary Component Schools and the E.P.O.P. staff wish to express their sincere appreciation for your participation in this career awareness program.

Henderson H. Dunn Elementary School

Mr. E. Wilderson, Principal	Mrs. E.T. Bickham 5th Grade Level Chairman

Helen S. Edwards Elementary School

Mrs. H. Patten, Principal	Mrs. I. Baulden, 5th Grade Level Chairman

Robert R. Moton Elementary School

Mrs. R. Smith, Principal	Mrs. T. Fritz, 5th Grade Level Chairman

St. Philip the Apostle Elementary School

Sister Naomi, Principal	Mrs. M. Washington, 8th Grade Level Chairman

E.P.O.P. Staff

Leonard C. Belton	Elementary School Vocational Advisor
Charles A. Harris	Middle School Vocational Advisor
Jude T. Sorapuru	Senior High Vocational Counselor and O.J.T. Coordinator
Richard A. Theodore	Coordinator
William G. Young	Director

APPENDIX B

APPENDIX B, EXHIBIT I

Here are some questions that can be answered

YES NO

Draw a line under one of the answers for each question.
Do not skip any questions.

---

1. Would you like to listen to someone tell about the kind of work they do on their job?

   YES NO

2. Two people are talking about the kind of work you want to do when you are grown up. Would you listen carefully to learn something about the job?

   YES NO

3. Would you watch a TV program that tells about the kinds of jobs in your community?

   YES NO

4. If friends of your family began to tell you about their jobs, would you ask questions about the jobs?

   YES NO

5. Would you enjoy visiting a place where people work so you could learn about different kinds of jobs?

   YES NO

6. Are you able to picture yourself working in a certain kind of a job when you finish school?

   YES NO

7. Do you think it is important for you to think about what kind of work you would like to do someday?

   YES NO

8. Do you think you know about the kinds of work you would like to do when you finish school?

   YES NO

APPENDIX B, EXHIBIT I (Con'd)

9. In choosing a job, would you need to know what kind of a person you are?

YES NO

10. Do you know of any jobs that you think that you would like to do when you finish school?

YES NO

11. Is work important mainly because it lets you buy the things you want?

YES NO

12. By the time you are in high school should you be sure about the kind of work you want to do?

YES NO

13. Could people do any job they wanted to as long as they tried very hard?

YES NO

14. Do you have only a very little idea what having a job would be like?

YES NO

15. Can you think of several jobs that you would like to have when you finish school?

YES NO

APPENDIX B, EXHIBIT II

Place	Number of Pupils	Number of Teachers	Number of Parents
Flint Goodridge Hospital	120	4	8
New Orleans International Airport	120	4	6
Bunny Bread	30	2	3
Main Post Office	60	2	4
WBOK Jazz City Studio	60	2	4
French Quarters	60	2	4
Dominican Planetarium	250	9	16
Tour of Industrial Centers of New Orleans	557	19	27
Delgado College	125	5	7
Desire Day Care Center	30	1	2
Piety Day Care Center	28	2	3
Morrison Cafeteria	60	3	8
Public Service	85	4	6
TOTAL	1,585	48	98

APPENDIX B, EXHIBIT III

Course	Enrollment	Number of Students Applying for Work	Number of Students Hired	Students Finding Jobs on Their Own
Carpentry	28	14	13	1
Child Care	28	7	5	2
Food Handling	18	18	14	4

APPENDIX B, EXHIBIT IV

Attitude Toward Work Survey

Test	Grade	Number of Students Tested	Sample	Possible Responses	Number of Positive Responses	%	Number of Negative Responses	%	% Chang
Pre Test	6	550	50	750	570	76%	180	24%	
Post Test	6	423	50	750	720	96%	30	4%	20%
Pre Test	8	350	50	750	63	85%	119	15%	
Post Test	8	256	50	750	727	97%	23	3%	12%

The test consisted of fifteen possible "yes" or "no" responses of which a "yes" response indicated a wholesome, positive attitude toward work. (Appendix A)

Of the total number of students tested, fifty sixth grade students and fifty eighth grade students were randomly selected to measure changes in the pre and post test results. The results of these tests indicated a significant positive attitudinal change.

APPENDIX B, EXHIBIT V

Semi-Skill Classes

Course	Total Enrollment	Left School	Dropped Subject	Remaining	Passed	Failed	% Passing	% Failing
Carpentry	28	0	3	25	25	0	100%	0%
Child Care	28	3	1	24	24	0	100%	0%
Food Handling	18	3*	0	15	15	0	100%	0%

*Students went into full-time restaurant work.

APPENDIX B, EXHIBIT VI

MIDDLE SCHOOL

RESOURCE PEOPLE

September	Clifton Ricard - Brick Layer Melvin Parent - Carpenter
October	Mr. Mac Dumbar - Car Salesman Mr. Irvin Washington - Shoe Salesman
November	Mr. Alvin Melacon - Welder - Avondale Shipyards
December	Mrs. Patricia Johnson - Secretary
January	Mr. Silas Conner - Teacher Mrs. Mercedes Jackson - Teacher Mr. Anthony Curry - Teacher Mrs. Anna Johnson - Teacher
February	Officer John Taylor - New Orleans Police Department Officer Iris Turner - New Orleans Police Department
March	Mr. Warren Lawless - Telephone Installer and Repairman
April	Mr. John Adams - Maitre'd
May	Miss Mareen Weil - Human Relations Director of Flint Goodridge Mrs. Williams - Medical Librarian Mr. Darryl Vincent - Medical Technician Mr. Edward Harris - Physical Therapist

APPENDIX B, EXHIBIT VII

MATERIALS USED IN CONSTRUCTION OF TWO HOUSES FOR MIDDLE SCHOOL COMPONENT:

Vendor: Broadhead-Garrett Company
1213 Riverside Drive
Macon, Georgia 31201

6	Sliding "T" Bevel with 10" Blade, Stanley 25TB
3	1/2 Pint Bench Oiler, Eagle #145C
6 sets	Saw Horse Brackets, H&G #362A

Vendor: Brandin Slate Company, Inc.
1021 N. Rampart Street
New Orleans, Louisiana

3 rolls	#30 Felt
2 sqs.	Black 235 Regular Asphalt Shingles

Vendor: Doussan, Inc.
P.O. Box 52407
New Orleans, Louisiana 70150

2	8" x 2" x 1" Silicon Carbine Oilstone #68 Simond
3	24" Cross Cut Saw, 8 Pt., #300 Atkins
3	24" Cross Cut Saw, 10 Pt., #300 Atkins
1	6' H.D. Metal Step Ladder
6	Coping Saw with Blade Atkins #50
2	24" Goose Neck Wrecking Bar
1 set	Auger Bits, #4-#16, Irwin #D-13, 13 pcs.
2	Expansive Bit (Irwin #22, 7/8" - 3")

Vendor: Owens and Sons, Inc.
2034 Agriculture Street
New Orleans, Louisiana 70122

6 sks.	Pea Gravel
6 sks.	Sand
3 sks.	Cement
10 pcs.	8" Blocks 1/2"

APPENDIX B, EXHIBIT VII (con'd)

MATERIALS USED IN CONSTRUCTION OF TWO HOUSES FOR MIDDLE SCHOOL COMPONENT (continued)

Vendor: Liberty Lumber Yard, Inc.
5367-83 Tchoupitoulas Street
New Orleans, Louisiana 70115

35	pcs.	2 x 4 - 8 #1 Common Pine S4S
2	shts.	4 x 8 - 3/8" Exterior Fir Plywood
4	pcs.	6 x 6 - 12 - Celcured Pine S4S
4	pcs.	6 x 6 - 8 - Celcured Pine S4S
14	pcs.	2 x 10 - 8 - #1 Pine S4S KD
60	pcs.	2 x 6 - 8 - #1 Pine S4S KD
100	pcs.	2 x 4 - 8 - #2 Fir S4S KD
6	pcs.	2 x 4 - 12 - #2 Fir S4S KD
8	pcs.	1-1/4 x 4 - 10 - C and Better Fir S4S
250	bd. ft.	1 x 8 #2 Pine S4S
350	bd. ft.	1/2 x 6 - C Grade Beveled Edge Cypress Weather Boards
24		Nail Aprons
5	shts.	4 x 8 - 3/4" Plywood Sheets
4	shts.	4 x 8 - 1/2" Celotex Sheets
8	shets.	4 x 8 - 3/8" Sheetrock
2		Aluminum Single-Hung Window Units, 2' x 3' - 2/2 LTS with 1/2 screens
20	lbs.	6 Penny Finishing Nails
12	lbs.	7/8" Galvanized Roofing Nails
5	lbs.	Felt Nails
2	5 gal.	cans Joint Compound
1	roll	Perfa-Tape
100	bd. ft.	1 x 8 Random Pine sheathing

APPENDIX B, EXHIBIT VIII

Films Viewed by Carver Middle School Students

1. What Do You Like to Do?
2. Careers with a Future--Millwright
3. Your Job: Finding the Right One
4. Getting a Job
5. Size Description
6. Fuels: Their Nature and Use
7. Steel
8. Careers with a Future--Rigging
9. Let's Measure Feet, Inches, Yards
10. Careers in Broadcast News
11. Careers with a Future--Secretary
12. Community Helpers--Sanitation Department
13. Community Services
14. Night Community Helpers
15. Capitalism
16. Inflation
17. Working Together
18. Why People Have Special Jobs
19. Garbage Explosion
20. Bus Driver
21. City Bus Driver
22. Secretary: A Normal Day
23. Secretary: Taking Dictation
24. Secretary: Transcribing
25. Secretary Transcribes
26. It's Your Decision: Part I
27. It's Your Decision: Part II
28. Office Teamwork
29. Simple Demonstration with Magnets
30. What Is Electric Current?
31. When I'm Old Enough, Good By
32. Our Friend the Atom, Part I
33. Our Friend the Atom, Part II
34. Your Career in Nursing
35. Careers with a Future--Electrician
36. So You Want to be a Tool and Die Maker
37. Life in a Coal Mining Town
38. To be an Electronics Technician
39. Engines and How They Work
40. You and the Aerospace Future(s)
41. Man in Space
42. Veterinarian Serves His Community
43. Dairy Farmer, The
44. Your Job Getting Ahead
45. Salesmanship--Career Opportunities

46. Selling as a Career
47. Careers with a Future--Welding
48. Machinist and Tool Maker
49. Contractors
50. Building a House
51. Careers with a Future Instrumentation
52. Shape Description, Part I
53. Shape Description, Part II
54. Drafting Curves and Lettering
55. A is for Architecture
56. Working in Our Town
57. Portraits of Famous People A-J

APPENDIX B, EXHIBIT IX

Attitude Toward Work Survey

Test	Grade	No. of Students Tested	Sample	Possible Responses	No. of Positive Responses	%	No. of Negative Responses	%	
Pre-test	6	550	50	750	570	76%	180	24	
Post-test	6	423	50	750	720	96%	30	4	20
Pre-test	8	350	50	750	663	85%	119	15	
Post-test	8	256	50	750	727	97%	23	3	12

APPENDIX C

APPENDIX C, EXHIBIT I

Vocational Guidance Calendar

September	Collection of data through questionnaire concerning pupil occupational plans and goals.
October	Provide information which will assist students in attaining stated goals such as information regarding colleges, vocational and technical schools, vocational and technical courses, sources of training through the armed forces, scholarships available, etc.
November	Personality and occupation - Discuss personality development in relationship to occupation. How it can be an asset or a liability. How certain personality traits are more suited to certain occupations or others.
December	Administer Interest Inventory. Examine stated anxieties and exhibited interests. Promote development of self-concept and self-evaluation.
January	Develop job seeking skills (explain use of employment agencies, walk-in attempts, aid from relatives, etc.)
February	Interviewing do's and don'ts (Suggest that a consultant from industry be brought in to assist this activity such as a personnel manager, etc.).
March	Application filling do's and don'ts Use of variety of forms
April	Bring in major employers in New Orleans area to discuss employment opportunities available in their individual fields. (Civil Service--state, federal, city; Public Service--South Central Bell, etc.).
May	Distribute follow-up cards and discuss follow-up procedure with students. (Will be used to check students activities after graduation.)

APPENDIX C, EXHIBIT II

Student Participation in Group Sessions

Title of Session	Average Number of Pupils Per	Number of Sessions	Total Number of Pupils Involved
Job-Seeking Techniques	20	6	120
Attitudes and Work	35	4	140
Interviewing	15	4	60
Resume Writing	15	2	30
Application Filling	15	6	90
Job-Finding Resources	25	8	200
Evaluation of Self-Concept	25	6	150
Interest Surveys Kuder Preference Records	10	10	100

APPENDIX C, EXHIBIT III

O.J.T. Experiences

Agency or Business	Number of Students	Job Title
Shell Oil Company	1	Draftsman Trainee
U.S. Coast Guard	1	Painter's Helper
Holiday Inn East	3	Assistant Maintenance Man
Genuine Auto Parts	1	Parts Salesman Trainee
Avondale Shipbuilders	1	Welder Trainee
City of New Orleans Dept. of Streets	2	Draftsman Trainee
Housing Authority of New Orleans	6	Maintenance Repairman I

APPENDIX C, EXHIBIT IV

Students in Summer Employment

Agency	Number of Students	Type of Experience
Housing Authority of New Orleans	15	Maintenance
Internal Revenue Service	6	Clerical
U.S. Navy	8	6 Clerical 2 Electronics
N.Y.C.	20	Varied: Clerical Draftsman Maintenance

APPENDIX C, EXHIBIT V

PROPOSED ADJUSTMENT TO WOODWORKING SCHEDULE OF OFFERINGS

Grades

9th Woodworking I
10th Woodworking II
11th Woodworking III
12th 4 Sections Woodworking IV

1 Section V.C. (Pre-Vocational Cabinet Making and Construction) Prerequisite - 2 yrs. Woodworking

General Skills and Knowledge to be included in V.C. Course Content

1. Identification of lumber used in construction
2. Project design (blueprint reading)
3. Cutting of lumber
4. Furniture construction methods
5. Assembling
    a. gluing
    b. kinds of adhesives
6. Building Construction
    a. staking out the site
    b. kinds of construction
    c. carpentry tools and machines
    d. lumber grades
    e. foundation walls
    f. floor framing
    g. exterior walls
    h. partition framing

i. roofs and coverings

j. rafters

k. sheathing

l. flashing

m. doors, windows, siding materials

n. insulations

o. safety practices

7. Painting and Finishing

a. preparation for paint

b. mixing paint

c. spray methods

d. brush and roller method

APPENDIX C, EXHIBIT VI

Maintenance Repairman

Course Outline

Teacher responsibilities have been divided into six separate units. There are six six-week mini-courses. Instructors for these courses are chosen according to their specialities in the Industrial Arts Program.

Twenty (20) students will be rotated through the mini-courses which are:

1) Plumbing and Heating
2) Electricity
3) Basic Carpentry
4) Masonry
5) Welding (Tack)
6) Painting

APPENDIX C, EXHIBIT VII

AN EXEMPLARY PROGRAM FOR OCCUPATIONAL PREPARATION

Suggested Activities

and

Information

on

Career Development

at the

Senior High Level

Compiled
by
Jude T. Sorapuru
under
the
supervision
of
Richard A. Theodore
and
under
the
direction
of
William G. Young
for
use
in

George W. Carver Senior High School

Exemplary Program for Occupational Preparation

New Orleans Public Schools

APPENDIX C, EXHIBIT VII (Con'd)

EXEMPLARY PROGRAM FOR OCCUPATIONAL PREPARATION

It is the intent of this exemplary program for occupational preparation to adequately prepare low-income students for a responsible and productive life by providing a realistic viewpoint about the dignity of work and knowledge concerning possible vocational choices, and to complement such occupational awareness on the secondary level with skills salable on the New Orleans job market.

Specifically, the objectives at Carver Senior High School include:

1. Encouraging students to think of a wide range of occupations.

2. Getting students to appreciate the dignity of work.

3. Assisting and encouraging students to make their own occupational choices.

4. Providing information related to finding and holding jobs.

5. Provide the students with employable skills upon termination of their schooling.

6. Provide on-the-job training opportunities.

7. Provide whatever other occupational and vocational assistance that may be needed.

8. Assist students in self-evaluation of their skills, interests, abilities, and aptitudes.

Basically, the students who are served through E.P.O.P. are those registered in the Industrial Arts classes, the two Nursing classes, the Pre-cooperative Clerical Block for eleventh graders, and the Vocational Office Block. The services provided to these students are also available to every student at the Carver Senior High School except the possibility of on-the-job training for non-component students.

AREAS OF INVOLVEMENT

Individual Counseling - E.P.O.P. offers to the students of Carver Senior High School the services of a vocational counselor. The counselor is involved in assisting the students make wise vocational choices based upon their interests, aptitudes, skills and abilities.

Testing - Testing can be arranged to determine interests and aptitudes.

Vocational Information - The E.P.O.P. office is a source of occupational and vocational information concerning the world of work in the New Orleans area. The counselor is available to speak to classes about these areas of information.

Employment Counseling - E.P.O.P. offers assistance to students in developing job hunting skills and advice on how to hold a job.

On-The-Job Training - The E.P.O.P. staff is active in seeking jobs for students related to their classroom instruction. This service is restricted to students in the Industrial Arts classes who are seniors.

Job Placement - The E.P.O.P. staff offers assistance to graduating seniors in securing permanent jobs and to undergraduates in securing summer employment.

Resource Personnel - E.P.O.P. will assist in securing speakers for formal or informal talks concerning jobs, vocations, employment procedures, etc.

Please feel free to contact the E.P.O.P. staff or make referrals to our office located in Room A 215-B.

Vocational Education Within Your Classroom

The following suggestions are presented with the hope that you, as a teacher, will possibly put some of them into use in your classrooms. We feel that there is a great need for more stress on vocational awareness among our students. We strongly urge that you use every means and opportunity available to you to broaden the scope of your students' vocational and occupational information.

The suggestions which follow will be divided into general and specific areas so that they may be more directly related to the curriculum and hopefully more readily applied.

General Information

Related to Occupational Preparation at the Senior High School Level

I. Relate all subject matter with the world of work and self-development.

A. Help students to begin to think about what they may become and how the immediate subject matter will help them.

B. Help students to think about possible careers related to the subject. Let them do research and otherwise become involved before giving them the answer. (Advisor will be compiling occupational materials that will supplement those acquired otherwise.)

C. Arrange field trips to industries, etc., so that students can see and identify with real, live role-models of their group.

1. Trips should be pre-planned with students as to objectives, etc.
2. Students should be prepared to ask good, relevant questions.
3. Interview techniques and note taking should be rehearsed.
4. Parents should be encouraged to participate with students.

D. Arrange for resource people to visit the classroom as role-models.

E. Make bulletin boards relating subject matter to careers. (i.e., "Arithmetic will help you get these jobs.") It is preferable that pictures be used showing minority groups at work. "Ebony" magazine, etc., are excellent sources.

F. Collect occupational materials related to subjects taught. Keep a scrapbook on jobs related to subject areas.

G. Help students to study and learn about themselves in relation to subjects and careers studied. Center discussions around the following:

1. What sort of person do I think I am?
2. How do I feel about myself as I think I am?
3. What sort of person would I like to be?
4. What are my values and needs?
5. What are my aptitudes and interests?
6. What can I do to reconcile my self-ideal with my real self?
7. What outlets are there for me with my needs, values, interests, and aptitudes?
8. How can I make use of these outlets?

II. Allot time for group and individual guidance with students.

A. Help them understand and develop proper attitudes toward work.

B. Help students develop and understand the importance of good personal/social habits.

1. Grooming
2. Punctuality
3. Talk
4. Courtesy
5. Responsibility
6. Originality, etc.

C. Help students to know themselves better and build a positive self-image.

1. Identify talents.
2. Understand aptitudes, interests, and abilities.
3. Explore attitudes.
4. What sort of person am I?
5. What sort of person can I become?

III. Teach the importance and interdependence of all kinds of work. (Teachers should especially examine their own middle-class bias here.)

A. Develop appreciation and dignity for all kinds of work.

B. Develop proper attitudes concerning sex and work. (The line between "male" and "female" work is becoming extremely thin.)

C. Be alert to textbook bias.

D. Help students understand the all-pervasive effects of work:

1. Determinesway of life.
2. Determines values.
3. Influences manner of speech, dress and leisure time activities.
4. Determines where family lives, whom they meet, and what schools are attended.
5. Determines whole social and economic status.

E. Work satisfies the following needs:

1. Physiological (food, shelter, etc.)
2. Safety
3. Belonging
4. Feelings of importance, respect, self-esteem, independence
5. Information
6. Understanding
7. Beauty
8. Self-actualization

IV. Set standards equal to those of best schools.

A. Help students to develop realistic pictures of themselves and their competencies as compared to other children with whom they will have to compete on a realistic basis in the world of work.

B. Help students build skills, knowledge, and competencies desired by employers (pleasant personality, good grooming, potential for advancement to more responsible positions within the industry).

V. Help students anticipate changes in the world of work.

A. New Inventions.

B. Automation.

C. War, etc.

VI. Minority youth lack confidence, self-motivation, and self-esteem. Teachers could help by:

A. Showing greater awareness and concern for student's problems--<u>show that you care</u>.

B. Building on the student's strengths in the classroom while helping to overcome weaknesses--emphasize success.

C. Allowing students to become involved in planning so that they may establish their own goals and see personal meaning in working toward attaining these goals.

VII. More visible cooperation between teachers of diverse racial groups should be shown--sets examples for children.

Specific Activities Related to Occupational Preparation at Senior High Level

English

1. Have students present oral reports using a job as the subject. Give physical and educational requirements. Discuss tasks involved.
2. Write reports of the same nature.
3. Have students write letters of application.
4. Have students answer classified ads by letter.
5. Make alphabetical spelling lists of various jobs.
6. Have students conduct mock interviews to check oral communication.
7. Write newspaper ads for the "Help Wanted" column.

Social Studies

1. Discuss the effect of climate and topography on occupations.
2. Define terms as union, civil service, social security, withholding, fringe benefits, labor, management, etc.
3. Discuss reasons for unemployment.
4. Develop a lesson showing the chain effect a person's income initiates. Show how money changes hands.
5. Have students write a job description including as many specifications as possible.
6. Discuss and simulate job finding techniques.
7. Discuss concept of freedom in relationship to personal security and social control.
8. Study agencies which aid in job-hunting or which offer help in solving problems related to health-welfare.

Mathematics

1. Figure wages for day, week, month and year based on hourly pay.

2. Math based jobs may be discussed: These include Accountant, Bookkeeper, Auditor, Payroll Clerk, Timekeeper.

3. Compute take-home pay (net) from gross pay by subtracting deductions as insurance, withholding tax, union dues, etc.

4. Prepare budgets based upon average weekly pay for various jobs.

5. Have exercises involving various banking procedures.

6. In-depth study of interest rates, installment buying, and comparative shopping.

Sciences

1. Identify the various jobs requiring scientific background. Include the petroleum industry, textiles, engineering, industrial chemicals, etc.

2. Conduct research to determine the extent to which such jobs exist in the New Orleans area.

Senior High On-the-Job Training Component

Some Suggested Areas for On-the-Job Training

Course - Woodworking
Employment Areas - Cabinet-making and related, advertising display set-up, furniture repairs and refinishing, construction framing building materials and hardware sales.

Course - Mechanical Drawing
Employment Areas - Map-making and tracing, tooling, patterns, engineering, structural and architectual design, blueprinting.

Course - Small Engines
Employment Areas - Lawnmower repairs, new mower servicing, outboard engine repairs, motorcycle repairs, and new cycle servicing.

Course - Electricity and Electronics
Employment Areas - Maintenance assistants in large buildings, small appliance repairs, minor radio and television parts testing.

Course - Auto Mechanics
Employment Areas - Any position requiring such skills as possessed by basic six and eight cylinder mechanic's helper, and auto parts sales.

Cost to Employer

$1.60 per hour for 3 or more hours daily

$6.40 per day for 4 hours day or,

$32.00 per week or,

$1,052.00 per school year (36 weeks)

Work Schedule

Student work hours may be arranged so that he/she is available from 8-12 A.M. or 12:30 - 4:30 P.M. O.J.T. student receives 2 units of credit for successful job performance and usually carries 3 academic courses, one of which must be in the above areas.

APPENDIX C, EXHIBIT VIII
APPLICATION FOR EMPLOYMENT

Date of Application		
Date Appointed	Division	Salary

APPLICANT - DO NOT WRITE ABOVE THIS LINE. PLEASE PRINT.

NAME (First) (Middle) (Last)	DO YOU ☐ Board ☐ Live with parents ☐ Own your home ☐ Live with other relatives ☐ Rent	DATE OF BIRTH (Mo.) (Day) (Yr.)

RESIDENCE ADDRESS (No.) (Street)	(City or Town) (State) (Zone)	TELEPHONE NUMBER	LIVED HERE SINCE (Month) (Year)

PREVIOUS RESIDENCE (No.) (Street)	(City or Town) (Zone) (State)	HOW LONG THERE?

HEIGHT	WEIGHT	ANY PHYSICAL DEFECTS? ☐ YES ☐ NO IF YES-EXPLAIN	SOCIAL SECURITY NO.	ARE YOU A CITIZEN OF THE USA? YES NO

NAME OF PARENT(S) OR GUARDIAN(S) (First) (Middle) (Last)	OCCUPATION OF PARENT(S) OR GUARDIAN(S)	EMPLOYER OF PARENT(S) OR GUARDIAN(S)	ADDRESS OF PARENT(S) OR GUARDIAN(S)

MARITAL STATUS ☐ Married ☐ Divorced ☐ Widowed ☐ Separated ☐ Single	IF DIVORCED, GIVE DATE AND PLACE	GIVE NO. OF PERSONS DEPENDENT UPON YOU FOR SUPPORT	AGES OF DEPENDENTS

HUSBAND'S NAME (First) (Middle) (Last)	HUSBAND'S OCCUPATION	HUSBAND'S EMPLOYER	HUSBAND'S ADDRESS

Note: Complete this line if married, divorced or separated woman.

In the sections below headed Schools Attended and Active Service with United States Armed Forces and in the Previous Business Experience Section on the next page, account completely for all your time from the first year of high school until the present.

SCHOOLS ATTENDED

NAMES OF SCHOOLS	NO. OF YRS. Day	Eve.	COURSE OR MAJOR SUBJECTS	GRADUATED Yes or No	Mo.	Yr.	SCHOLASTIC STANDING	DEGREE

SCHOLASTIC HONORS (Societies-Prizes-Scholarships)	ATHLETIC ACTIVITIES	OTHER ACTIVITIES (Managerial-Editorial-Elective Offices-Clubs)

ACTIVE SERVICE WITH UNITED STATES ARMED FORCES

DATE (Mo.) (Day) (Yr.) OF ENTRY	DATE (Mo.) (Day) (Yr.) OF DISCHARGE	TYPE OF DISCHARGE (i.e. Expiration of Enlistment, Medical, Etc.)

BRANCH OF SERVICE	SERIAL NO.	RANK OR RATE AT DISCHARGE

SERVICE SCHOOLS OR OTHER SPECIAL TRAINING

APPENDIX C, EXHIBIT VIII

CHARACTER REFERENCES (Do not use the names of relatives or former employers.)

Names	Addresses	Phones	Occupations

HAVE YOU ANY RELATIVES, FRIENDS, OR ACQUAINTANCES NOW EMPLOYED BY THIS COMPANY? Yes ☐ No ☐	IF YES, STATE NAME	TYPE OF RELATIONSHIP	POSITION

LIST ALL ORGANIZATIONS TO WHICH YOU BELONG OR HAVE BELONGED.

Do not include labor and political organizations or those where the name or character of the organization would include religion, race or national origin.

PREVIOUS BUSINESS EXPERIENCE

(List in order with last employer first. Do not include military service.)

NAME OF COMPANY	ADDRESS	JOB DUTIES	PERIOD OF EMPLOYMENT From Mo.	From Yr.	To Mo.	To Yr.

HAVE YOU EVER WORKED FOR THIS COMPANY? Yes ☐ No ☐	IF YES, GIVE DATES: From: To:	DIVISION

FOR WHAT SPECIAL LINE OF WORK HAVE YOU A PREFERENCE?

WERE YOU REFERRED BY AN EMPLOYEE OF THIS COMPANY? Yes ☐ No ☐	IF YES, STATE NAME	DEPARTMENT, IF KNOWN

HAVE YOU EVER BEEN REFUSED BOND? Yes ___ No ___	IF YES, EXPLAIN

HAVE YOU EVER BEEN ARRESTED, OTHER THAN TRAFFIC VIOLATIONS? Yes ___ No ___	IF YES, EXPLAIN

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THE APPLICATION BLANK IF I AM CONSIDERED FOR EMPLOYMENT AND HEREBY AUTHORIZE PREVIOUS EMPLOYERS, PERSONAL REFERENCES NAMED, OR ANY OTHER PERSON OR PERSONS TO WHOM THE COMPANY MAY REFER TO GIVE ANY AND ALL INFORMATION REGARDING MY EMPLOYMENT OR SCHOLASTIC STANDING TOGETHER WITH ANY OTHER INFORMATION, PERSONAL OR OTHERWISE, THAT MAY OR MAY NOT BE ON THEIR RECORDS.

I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF ANY FACT CALLED FOR HEREON, OR ON ANY OTHER STATEMENT MADE IN CONNECTION WITH MY REQUEST FOR EMPLOYMENT, OR RECEIPT BY THE COMPANY OF UNSATISFACTORY REFERENCES, MAY RESULT IN DISMISSAL FROM THE COMPANY'S SERVICE IF I SHALL HAVE BEEN EMPLOYED.

APPLICANT'S SIGNATURE _____

(First) (Middle) (Last)

NOT TO BE COMPLETED BY APPLICANT

DATE OF INTERVIEW	COMMENTS

APPENDIX C, EXHIBIT IX

STATE OF LOUISIANA

DEPARTMENT OF LABOR

DIVISION OF WOMEN AND CHILDREN

To obtain a vacation work permit or certificate, the minor must bring this form, properly filled, to the parish superintendent of schools of any parish, except in Orleans Parish, to the representative of the Commissioner of Labor. **He must also bring a birth certificate.** If under 16 years of age the minor must bring a certificate of health signed by a physician.

INTENTION TO EMPLOY

MINORS UNDER 18

(Required under provisions of R.S. 23:151-234)

The certificate or vacation work permit will be denied unless all provisions of Act 301 of 1908, as to hours, type of employment, etc., are complied with.

Employers who employ minors illegally are subject to penalties, (fines and/or jail sentences) according to provisions of R.S. 23:231-234, if convicted of a violation.

_____ Date _____
(City)

_____
(Parish)

Upon receipt of the employment certificate or the vacation work permit, the undersigned intends to employ:

_____ _____ _____
(Name of Minor) (Address of Minor) (Age)

in the capacity of _____
(Specific Occupation) (Industry)

for _____ days per week; for _____ hours per week; _____ hours per day beginning _____

_____ A. M. and closing _____ P. M. with a lunch period of _____, the rate of

pay to be _____ per hour or _____ per day or _____ per week.

_____
(Name of Employer) (Business Address)

_____
(Signature of Employer or Authorized Agent)

This form must be executed and signed by an officer of employing firm.

Form C-61 Rev. 3-58

SHELL

AN EQUAL OPPORTUNITY EMPLOYER

APPENDIX C, EXHIBIT IX

EMPLOYMENT APPLICATION

SHELL OIL COMPANY
SHELL CHEMICAL COMPANY*
SHELL DEVELOPMENT COMPANY*
SHELL PIPE LINE CORPORATION

*A DIVISION OF SHELL OIL COMPANY

Complete with ink or typewriter

GENERAL

DATE	EMPLOYMENT INTERESTS ☐ FULL-TIME ☐ PART-TIME ☐ SUMMER	DATE AVAILABLE FOR EMPLOYMENT
TYPE OF WORK DESIRED		

PERSONAL

NAME	FIRST	MIDDLE	LAST	TELEPHONE AREA CODE	NUMBER
PERMANENT ADDRESS	NUMBER	STREET	CITY	STATE	ZIP CODE
MARITAL STATUS	NUMBER *(Exclude Yourself)* OF DEPENDENTS	IF YOU ARE NOT A U.S. CITIZEN, WHAT TYPE VISA DO YOU HAVE?		SOCIAL SECURITY NUMBER	

EDUCATION

CIRCLE HIGHEST GRADE COMPLETED — GRADE SCHOOL 1 2 3 4 5 6 7 8 — HIGH SCHOOL 9 10 11 12

COLLEGE OR UNIVERSITY	DATES ATTENDED FROM MO.	FROM YR.	TO MO.	TO YR.	GRADUATED	MAJOR SUBJECT	DEGREE
					☐ Yes ☐ No		
					☐ Yes ☐ No		
					☐ Yes ☐ No		
					☐ Yes ☐ No		

OTHER SPECIAL TRAINING AND DATES

MILITARY

BRANCH OF U.S. SERVICE	HIGHEST RANK	DATE ENTERED	DATE DISCHARGED OR SEPARATED	TYPE OF DISCHARGE OR SEPARATION
MILITARY OCCUPATIONAL SPECIALTY				

EMPLOYMENT

LIST YOUR WORK EXPERIENCE WITH YOUR PRESENT AND LAST THREE EMPLOYERS

EMPLOYER	DATES FROM MO.	FROM YR.	TO MO.	TO YR.	JOB HELD (DESCRIBE DUTIES BRIEFLY)	REASON FOR LEAVING
1. PRESENT EMPLOYER NO. STREET CITY STATE						
2. LAST NO. STREET CITY STATE						
3. PREVIOUS NO. STREET CITY STATE						
4. PREVIOUS NO. STREET CITY STATE						

HAVE YOU EVER BEEN EMPLOYED BY SHELL? ☐ YES ☐ NO	IF YES, WHERE	DATES

SR-1543 (REV. 1-70)

PHYSICAL

CONDITION OF HEALTH	HEIGHT	WEIGHT

DESCRIBE ANY PHYSICAL LIMITATIONS

In the event of my employment by any one of the companies listed on the face of this form and/or subsequently by an affiliated or subsidiary company, and in consideration thereof, I agree to the following provisions:

RELATIVES

As an applicant for employment, I understand that if there is any person employed by Shell or any affiliated or subsidiary company who is a "close relative" (as defined in the footnote*) of me or my husband or wife, it is my obligation to provide full information of such relationship. I agree that any inaccuracy or misstatement in this regard, even if due to lack of knowledge or misunderstanding, will be cause for cancellation of my application or separation from the Company's service if I have been employed. (Check appropriate box below).

I HAVE:	NAME	SHELL LOCATION	HOW RELATED
☐ NO SUCH RELATIVES			
☐ SUCH RELATIVES IDENTIFIED	NAME	SHELL LOCATION	HOW RELATED

I also agree that should such a relationship come into existence through any marriage after my employment, I will make the relationship immediately known to the Company. I understand that such relationship will not affect my employment unless a husband-wife relationship is involved.

CONDITIONS

1. I understand employment is contingent upon meeting the Company's standard physical requirements.
2. In the event of my employment, I will furnish proof of date of birth, military discharge and appropriate academic transcripts. Also, I realize it will be necessary to sign an invention agreement, a conflict of interest statement and a confidential information statement.

REFERENCES

I authorize and request each employer, person, firm or corporation named herein to answer all questions that may be asked, and to give all information that may be sought, in connection with this application or concerning me or my work habits, character, skill or action in any transaction.

I certify that all statements I have made in this application are true and agree that any misrepresentation or omissions of facts called for will be sufficient cause for cancellation of my application for employment or immediate dismissal from the Company's service if I have been employed.

SIGNATURE OF APPLICANT	DATE

*Shell follows a policy of not employing relatives. The purpose of this rule is to permit employment, transfer and promotion of employees without influence or prejudice arising from family connections. Any applicant who has a close relative who is either a Company employee actively employed or on military leave or other leave of absence, or the spouse of a Company employee, or whose own spouse has any such close relative, is not considered eligible for employment. For this purpose, the "close relative" of an applicant or of his or her spouse shall include any of the following: spouse, father, mother, brother, sister, son, daughter, uncle, aunt, nephew and niece, including in connection with each, "step", "in-law", or "half" relationships. This general rule also is applicable when the relative is employed by an affiliated or subsidiary company.

APPENDIX C, EXHIBIT IX

STATE OF LOUISIANA

DEPARTMENT OF CIVIL SERVICE

BATON ROUGE, LOUISIANA

APPLICATION FOR STUDENT EMPLOYMENT

SF 100 (8-11-69)

FILE THIS FORM WITH EMPLOYING AGENCY

NAME OF APPLICANT	POSITION APPLIED FOR	SEX ☐ Male ☐ Female	TELEPHONE NO
HOME ADDRESS	DATE OF BIRTH	PLACE OF BIRTH	SOCIAL SECURITY NO
CITY OR TOWN, STATE, ZIP CODE	MARITAL STATUS ☐ Single ☐ Married ☐ Divorced ☐ Widowed ☐ Separated		

Definition of Bona Fide Student
Civil Service Rule 1.5.1

'Bona fide Student' means a person enrolled in an accredited high school, college, or university in the State, or in a State-operated vocational-technical school, in a sufficient number of courses and classes in such institution to be classified as a full-time regular student under the criteria used by the institution in which he is enrolled. A bona fide student shall not lose his status as such because of vacations during the academic year or because of his failure to attend summer school.

	YES	NO
1. Are you now, or have you ever been, a member of any foreign or domestic organization, association, movement, group or combination of persons which is Totalitarian Fascist, Communist, or Subversive or which has adopted, or shows a policy of advocating or approving the commission of acts of force, or violence to deny other persons their rights under the Constitution of the United States, or which seeks to alter the form of government of the United States by unconstitutional means?		
2. Have you ever been discharged from a position because your conduct or work was not satisfactory?		
Have you ever resigned a position after being notified that your conduct or work was not satisfactory?		
*3. Have you ever been arrested?		
Have you ever been charged, indicted, or summoned into court as a defendant?		
Have you ever been held by Federal, State or other law enforcement authorities for any violation of any Federal law, State law, Parish or Municipal law, regulation or ordinance?		

Use this space to explain "Yes" answers to Questions 1, 2, and 3.

*Article VIII, Paragraph 6, of the Louisiana Constitution provides in part that "The following persons shall not be permitted to register, vote, or hold office or appointment of honor, trust or profit in this State: to wit: Those who have been convicted of any crime which may be punishable by imprisonment in the penitentiary, and not afterward pardoned with express restoration of franchise; * * *"
The Louisiana Supreme Court has interpreted the word "penitentiary" to mean the Louisiana State Penitentiary.
Any or all of your statements in this application may be investigated to determine their accuracy.

4. ARE YOU NOW A FULL-TIME REGULAR STUDENT? ☐ Yes ☐ No

5. WHAT IS THE NAME OF THE SCHOOL, COLLEGE OR UNIVERSITY YOU ARE NOW ATTENDING OR LAST ATTENDED?
NAME OF SCHOOL — ADDRESS

6. WHAT IS HIGHEST GRADE COMPLETED (CHECK)
HIGH SCHOOL ☐ 9 ☐ 10 ☐ 11 ☐ 12 | COLLEGE ☐ 1 ☐ 2 ☐ 3 ☐ 4 Years | GRADUATE SCHOOL ☐ 1 ☐ 2 Years

7. IF YOU ARE NOT PRESENTLY ATTENDING SCHOOL,
A. WHEN WERE YOU REGISTERED LAST? MONTH YEAR
B. WHEN DO YOU PLAN TO RETURN TO SCHOOL? MONTH YEAR

I certify that the answers I have given to each and all of the foregoing questions are true to the best of my knowledge. If I am appointed, I agree to promptly notify the proper agency official of any change in my status as a student, including any reduction in courses taken, termination of student status, or scholastic probation.

DATE — SIGNATURE OF APPLICANT

REPORT OF SCHOOL OFFICIAL

THE RECORDS OF THIS SCHOOL INDICATED THAT THE APPLICANT NAMED HEREIN

A. IS CLASSIFIED AS A FULL-TIME REGULAR STUDENT OF THIS SCHOOL UNDER ITS CRITERIA ☐ Yes ☐ No
B. HAS COMPLETED HIS COURSE AND RECEIVED A DIPLOMA OR CERTIFICATE OR HAS GRADUATED ☐ Yes ☐ No
C. HAS APPLIED FOR ENROLLMENT IN THIS SCHOOL EFFECTIVE ☐ Yes ☐ No

NAME OF SCHOOL — ADDRESS

SIGNATURE OF SCHOOL OFFICIAL — TITLE — DATE

AGENCY REVIEW OF STUDENT STATUS

DATE REVIEWED	INITIALS	DATE REVIEWED	INITIALS	DATE REVIEWED	INITIALS
1.		2.		3.	
1.		2.		3.	

(List Previous Work Experience on Reverse Side)

APPENDIX C, EXHIBIT IX

STATE OF LOUISIANA

DEPARTMENT OF LABOR

DIVISION OF WOMEN AND CHILDREN

To obtain a vacation work permit or certificate, the minor must bring this form, properly filled, to the parish superintendent of schools of any parish, except in Orleans Parish, to the representative of the Commissioner of Labor. **He must also bring a birth certificate.** If under 16 years of age the minor must bring a certificate of health signed by a physician.

INTENTION TO EMPLOY

MINORS UNDER 18

(Required under provisions of R.S. 23:151-234)

The certificate or vacation work permit will be denied unless all provisions of Act 301 of 1908, as to hours, type of employment, etc., are complied with.

Employers who employ minors illegally are subject to penalties, (fines and/or jail sentences) according to provisions of R.S. 23:231-234, if convicted of a violation.

_____ Date_____
(City)

_____
(Parish)

Upon receipt of the employment certificate or the vacation work permit, the undersigned intends to employ:

_____ _____ _____
(Name of Minor) (Address of Minor) (Age)

in the capacity of_____
(Specific Occupation) (Industry)

for_____days per week; for_____hours per week;_____hours per day beginning_____

_____A. M. and closing_____P. M. with a lunch period of_____, the rate of

pay to be_____per hour or_____per day or_____per week.

_____
(Name of Employer) (Business Address)

_____
(Signature of Employer or Authorized Agent)

This form must be executed and signed by an officer of employing firm.

Form C-41 Rev. 3-58

APPENDIX C, EXHIBIT IX

STATE OF LOUISIANA

DEPARTMENT OF CIVIL SERVICE

BATON ROUGE, LOUISIANA

APPLICATION FOR STUDENT EMPLOYMENT

SF 100 (R 11-56)

FILE THIS FORM WITH EMPLOYING AGENCY

NAME OF APPLICANT	POSITION APPLIED FOR	SEX ☐ Male ☐ Female	TELEPHONE NO.
HOME ADDRESS	DATE OF BIRTH	PLACE OF BIRTH	SOCIAL SECURITY NO
CITY OR TOWN, STATE, ZIP CODE	MARITAL STATUS ☐ Single ☐ Married ☐ Divorced ☐ Widowed ☐ Separated		

Definition of Bona Fide Student
Civil Service Rule 1.5.1

'Bona fide Student' means a person enrolled in an accredited high school, college, or university in the State, or in a State-operated vocational-technical school, in a sufficient number of courses and classes in such institution to be classified as a full-time regular student under the criteria used by the institution in which he is enrolled. A bona fide student shall not lose his status as such because of vacations during the academic year or because of his failure to attend summer school.

	YES	NO	Use this space to explain "Yes" answers to Questions 1, 2, and 3.
1. Are you now, or have you ever been, a member of any foreign or domestic organization, association, movement, group or combination of persons which is Totalitarian Fascist, Communist, or Subversive or which has adopted, or shows a policy of advocating or approving the commission of acts of force, or violence to deny other persons their rights under the Constitution of the United States, or which seeks to alter the form of government of the United States by unconstitutional means?			
2. Have you ever been discharged from a position because your conduct or work was not satisfactory?			
Have you ever resigned a position after being notified that your conduct or work was not satisfactory?			
*3. Have you ever been arrested?			
Have you ever been charged, indicted, or summoned into court as a defendant?			
Have you ever been held by Federal, State or other law enforcement authorities for any violation of any Federal law, State law, Parish or Municipal law, regulation or ordinance?			

*Article VIII, Paragraph 6, of the Louisiana Constitution provides in part that "The following persons shall not be permitted to register, vote, or hold office or appointment of honor, trust or profit in this State: to wit: Those who have been convicted of any crime which may be punishable by imprisonment in the penitentiary, and not afterward pardoned with express restoration of franchise; * * *"
The Louisiana Supreme Court has interpreted the word "penitentiary" to mean the Louisiana State Penitentiary.
Any or all of your statements in this application may be investigated to determine their accuracy.

4. ARE YOU NOW A FULL-TIME REGULAR STUDENT? ☐ Yes ☐ No

5. WHAT IS THE NAME OF THE SCHOOL, COLLEGE OR UNIVERSITY YOU ARE NOW ATTENDING OR LAST ATTENDED?
NAME OF SCHOOL | ADDRESS

6. WHAT IS HIGHEST GRADE COMPLETED (CHECK)
HIGH SCHOOL ☐ 9 ☐ 10 ☐ 11 ☐ 12 | COLLEGE ☐ 1 ☐ 2 ☐ 3 ☐ 4 Years | GRADUATE SCHOOL ☐ 1 ☐ 2 Years

7. IF YOU ARE NOT PRESENTLY ATTENDING SCHOOL,
A. WHEN WERE YOU REGISTERED LAST? MONTH | YEAR
B. WHEN DO YOU PLAN TO RETURN TO SCHOOL? MONTH | YEAR

I certify that the answers I have given to each and all of the foregoing questions are true to the best of my knowledge. If I am appointed, I agree to promptly notify the proper agency official of any change in my status as a student, including any reduction in courses taken, termination of student status, or scholastic probation.

DATE | SIGNATURE OF APPLICANT

REPORT OF SCHOOL OFFICIAL

THE RECORDS OF THIS SCHOOL INDICATED THAT THE APPLICANT NAMED HEREIN

A. IS CLASSIFIED AS A FULL-TIME REGULAR STUDENT OF THIS SCHOOL UNDER ITS CRITERIA ☐ Yes ☐ No	B. HAS COMPLETED HIS COURSE AND RECEIVED A DIPLOMA OR CERTIFICATE OR HAS GRADUATED ☐ Yes ☐ No	C. HAS APPLIED FOR ENROLLMENT IN THIS SCHOOL EFFECTIVE ☐ Yes ☐ No

NAME OF SCHOOL | ADDRESS

SIGNATURE OF SCHOOL OFFICIAL | TITLE | DATE

AGENCY REVIEW OF STUDENT STATUS

DATE REVIEWED	INITIALS	DATE REVIEWED	INITIALS	DATE REVIEWED	INITIALS
1.		2.		3.	
1.		2.		3.	

(List Previous Work Experience on Reverse Side)

APPENDIX C, EXHIBIT X

EXEMPLARY PROGRAM FOR OCCUPATIONAL PREPARATION

Survey Form for O.J.T.

Student's Name _____ Classification _____
Date of birth _____ Course _____
Previous related courses 1. _____ 2. _____ 3. _____
I.Q. _____ Number of earned Units _____
Minimum units needed for graduation ___ _____

Work Traits Rating Scale (Excellent, Good, Fair, Poor)

Academic record _____ Attendance _____
Physical condition _____ Appearance _____
Verbal Ability _____ Attitude Towards Work _____
Teacher rating for O.J.T. _____ Interviewer's rating _____

Interviewer _____

EXEMPLARY PROGRAM FOR OCCUPATIONAL PREPARATION

EMPLOYER CONTACT RECORD

Name of firm ----------
Address ---------- Telephone ----------
Person to see ---------- Title ----------
Nature of firm's business ----------
Approximate number of employees ----------
Contacted for student employment as ----------

Date of contact How Contacted Results

APPENDIX C, EXHIBIT XI

STUDENT'S JOB SHEET

Name _____ School _____

Training Station

Date	Department	Job	Hours	Salary	F.I.C.A.	Fed. Tax

APPENDIX C, EXHIBIT XII

STUDENT PERSONAL DATA FORM

Introduction to Vocations

To the Students:

The purpose of this form is to bring together essential information about you, so that your teacher will know you better. Answer the questions frankly and completely as possible. The forms are for confidential use only.

Date _____

Name _____ Age _____

Home Address _____ Phone _____

Place of Birth _____ Date of Birth _____

Father's or Guardian's name _____

Father's Occupation _____ Highest grade completed _____

Mother's Occupation _____ Highest grade completed _____

Older brothers and sisters:

Sex (M or F)	Approximate age	Highest grade Completed	Occupation
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Was your last year's scholastic standing high? ____above average?____
below average _____low _____ (check one)

List the subject that:

You like best:	You dislike most:	Is easiest:	Is hardest:
_____	_____	_____	_____

Do you plan to graduate from high school?

If you do not plan to graduate from high school, encircle the last grade which you plan to complete.

Grade 9 10 11 12

State briefly the chief reason why you might leave school.

_____

_____

_____

What do you plan to do when you leave high school?

____ go to college
____ go to a technical school
____ go to a trade school
____ other plans, what are they? _____
____ go to business school
____ go to work
____ military service

_____

State the chief reasons for your plans indicated above.

_____

_____

If you have decided upon the particular school or college that you plan to enter after leaving school, name it

_____

What do you enjoy in life more than anything else? _____

_____

What achievements in school have given you greatest satisfaction?

_____

_____

What occupations or fields of work have you considered for your life's work?

First choice _____

Second choice _____

Third choice _____

Reason for first choice _____

When did you begin considering this choice? _____

If you could do just as you wished, what would you want to be doing when you are around 30 years old?

_____

How much schooling do your parents or guardians want you to complete?

_____

What vocation do your parents want you to follow? _____

Why? _____

APPENDIX C, EXHIBIT XIII

NAME: _____ DATE: _____

STEPS THAT LEAD TO A JOB

1. Below you will find some steps that you may have to take leading up to a new job. Can you put them in the right order in which they take place? Write numbers 1, 2, 3, and so on where you see ( ).

( ) Interviewing with the employer.
( ) Reporting to work the first day.
( ) Finding the job.
( ) Writing or telephoning for the interview.
( ) Finding out how to get to the place of interview.
( ) Finding out when the bus or train leaves (and returns) to get you to the place of interview on time.
( ) Getting yourself ready for the interview by planning what to wear.
( ) Thanking the employer for the interview.
( ) Getting your first week's pay.
( ) Punching a time clock when you come in and when you leave.
( ) Looking in the Help-Wanted section of your newspaper.
( ) Making sure that you have enough money to pay for your bus or train fare to and from the place of interview.

2. Check the way you should look when you report for a job interview:

BOY		GIRL	
( )	Chewing gum	( )	Chewing gum
( )	Shined shoes	( )	Shined shoes
( )	Smoking a cigarette	( )	Smoking a cigarette
( )	Neatly pressed pants	( )	Neat day outfit
( )	"Loud" sport shirt	( )	A lot of makeup
( )	Neatly combed hair	( )	A lot of jewelry

APPENDIX C, EXHIBIT XIII (con'd)

SELLING YOURSELF TO THE EMPLOYER

I. Remember while on the actual interview:

A. The interviewer is sizing you up when you walk in, so show CONFIDENCE.
B. If interviewer is a man, extend hand and give firm shake. If interviewer is a woman, only extend hand if she does.
C. Give the correct greeting, "Good morning, Mr. _____. "I am _____ _____, a student from _____ High School, and I am applying for a position." (KNOW THE PERSONNEL MANAGER'S NAME)
D. Treat the employer with respect but not fear.
E. Be yourself.
F. Have correct posture while standing and sitting.
G. Do not sit until told to do so. (Do not cross legs.)
H. Use correct English. (Avoid using slang.)
I. Do not chew gum or smoke. If offered a cigarette by the interviewer, refuse politely.
J. Avoid saying, "I don't know."
K. Try to answer the questions by saying more than "Yes" or "No."
L. YOU ASK QUESTIONS
   1. duties
   2. hours
   3. advancement
   4. permanence

II. Be able to answer the following questions:

A. Why did you leave your last job? (Give an honest answer, but be careful. If you were fired, explain and give a reason why it will not happen again.)
B. What kind of work do you want? (Don't say, "Anything.")
C. Why did you come here to apply? (State career objectives and tell how the store may help you achieve them.)
D. Do you think that you are qualified for the job? (Be convincing.)
E. Do you have health problems?
F. Have you ever been arrested?
   1. Acquitted
   2. Charges
   3. Convicted

III. <u>BE SURE TO THANK THE PERSONNEL DIRECTOR FOR THE INTERVIEW</u>.

APPENDIX C, EXHIBIT XIII (con'd)

Physical Characteristics

9. Frequently we offend others unknowingly. The list below was compiled from the results of hundreds of answers to the question, "What physical traits keep people from presenting a good appearance and hence hurt their personalities?" Place a check mark before each thing that applies to you.

____Dirty fingernails
____Dirty hands
____Beard
____Excessive make-up
____Powder smears or dabs
____Yellow or unclean teeth
____Food between teeth
____Visible blackheads
____Pimples on face
____Dirty neck
____Greasy hair
____Dirty ears
____Dirty scalp
____Dandruff
____Hair too long
____Ragged fingernails
____Dirty shirt
____Soiled underclothes
____Dirty colllar and cuffs
____Baggy trousers or skirt
____Soiled suit or dress
____Runs visible in hose
____Hose seams crooked
____Run-over heels
____Unshined shoes
____Dirty, dirty shoes
____Body odor
____Halitosis
____Too few baths
____Inappropriate clothes
____Stoop shoulders
____Slouchy walking
____Awkward posture
____Hair not combed
____Greasy skin
____Gaudy fingernails
____Broken shoestring
____Buttons missing
____Tie poorly tied
____Tie crooked
____Tie wrinkled
____Collar wrinkled
____Clothes fitting poorly
____Dirty handerchief
____Wrinkled suit or dress
____Soiled, dusty purse
____Torn gloves
____Dirty gloves

Number of checks ____

If you checked fewer than five items, you are neater and better groomed than the average college student.

If you checked between five and ten items, you are below average in neatness and should do something about it now.

If you checked more than fifteen, you are in pretty bad shape. Drastic action is necessary.

Look over the items that you checked. Each one is a personality defect in the eyes of other perons. Every one of these defects can be eliminated.

APPENDIX C, EXHIBIT XIV

M E M O R A N D U M

To: Teachers in Industrial Education Department

From: Jude T. Sorapuru, Vocational Counselor E.P.O.P.

Re: Evaluation and summary of responses to written exercise of self-concept following self-development seminar held on Friday, February 26, 1971.

Date: March 3, 1971

ME

I am _____

_____

I would like to _____

_____

Sometimes I think _____

_____

Once when I was little _____

_____

If only _____

_____

When I like someone, it's usually because _____

_____

When I dislike someone, it's usually because _____

_____

I show that I like others by _____

_____

I show my dislike of others by _____

_____

My best friend is _____

My home is _____

Senior High School _____

Usually teachers are _____

Education is important because _____

When I get older, I _____

It is easy to _____

Something I find hard to do is _____

_____

If I could do exactly what I wanted to do now I'd _____

_____

Someone I think is great is _____

Who am I? - Most responses here indicated identity as being Black and a Student.

I would like to - Most students expressed a definite goal for themselves. Many stated a general goal such as, "I would like to be rich" or "I would like to be well known."

Sometimes I think - Responses here were generally indecisive. Thoughts reflected uncertainty about future plans and state of the world and society.

Once when I was little - Most responses here indicated that respondents early plans have since changed. This indicates a maturation process and changes in values. Many people did not complete this statement.

If only - Most responses to this statement indicated the desire for success and stature in life. The significant point here is that most of these are attainable if one worked at them. Some, however, are unrealistic as: "If only all people were black."

When I like someone, it's usually because and - Responses here indicate a reciprocal type of relationship. "I like them if they like me." The reasons most often given were personality and attitude.
When I dislike someone it's usually because

I show I like others by and - Responses here indicate a reserved attitude towards interpersonal relationships. Most statements only indicated a willingness or unwillingness to communicate according to how they felt towards the person. There seemed to be a lack of depth in their desire to show someone they liked them but some depth in their expression of dislike.
I show I dislike others by

My best friend is - A surprising number of responses described the respondent as his own best friend or indicated they had no best friend. This again indicates a lack of depth in their interpersonal relationships.

My home is - No significant responses. Most just listed their address.

Senior High School - No significant responses. Same as above.

Usually teachers are - Most responses here were positive and complimentary. A few responses questioned the motives of teachers and their interests.

Education is important because - Practically all statements made related to the need for education in securing a job or a good job.

When I get older, I - Most answers given here indicate the desire to accomplish material well-being; i.e., good job, rich, big house.

It is easy to - Responses here indicated that many of the respondents felt it was easy to "get into trouble" or be negative.

Something I find hard to do is - Answers range from school assignments to resisting temptation and getting a job.

If I could do exactly what I wanted to do now I'd - Most students did not complete this statement. However, some indicated they would remove themselves from school or the city or the state. Others, again expressed the desire to have great wealth or a good job, house, etc.

Someone I think is great is - The majority of responses named the parents. One named H. Rap Brown, another, James Brown.

APPENDIX C, EXHIBIT XV

ATTITUDES TOWARD WORK SURVEY

Grade _____ Male or Female Age ____

We want to know what you think about jobs and work. You can tell us what you think by answering some questions. On the next three pages there are 20 questions to answer.

Directions:

Read each question.
Read the answers.
Pick out the answer that tells how you would answer the question.
Draw a line under that answer.

Before you start, look at these samples.

Sample A

Do you think an adult who has a job should be paid for doing his work?

YES NO

If you think that the answer to the question is "Yes," you would draw a line under "Yes" as shown above.

Here is another sample.

Sample B

Which of these do you think is most true about jobs?

All people have jobs.
Many people have jobs.
Only a few people have jobs.

Which answer tells how you would answer the question? Draw a line under that answer.

There are no right or wrong answers. You will not be asked to explain your answers. We only want to know what you think about jobs and work.

Remember, read the question and draw a line under the answer that tells how you would answer the question.

APPENDIX C, EXHIBIT XV (con'd)

Here are some questions that can be answered

YES NO

Draw a line under One of these answers for each question. Do not skip any questions.

---

1. Would you like to listen to someone tell about the kind of work they do on their job?

YES NO

2. Two people are talking about the kind of work you want to do when you are grown up. Would you listen carefully to learn something about the job?

YES NO

3. Would you watch a TV program that tells about the kinds of jobs in your community?

YES NO

4. If friends of your family began to tell you about their jobs, would you ask questions about the jobs?

YES NO

5. Would you enjoy visiting a place where people work so you could learn about different kinds of jobs?

YES NO

6. Are you able to picture yourself working in a certain kind of a job when you finish school?

YES NO

7. Do you think it is important for you to think about what kind of work you would like to do someday?

YES NO

8. Do you think you know about the kinds of work you would like to do when you finish school?

YES NO

APPENDIX C, EXHIBIT XV (con'd)

Here are some questions that have several answers. Draw a line under the ONE answer that best tells how you would answer the question.

- -

9. Which of these ideas do you think is most true about work?

   a) work is always hard and boring
   b) work is usually the same hard grind in whatever job you have
   c) work is sometimes hard and sometimes fun
   d) work is often fun
   e) work is always fun

10. Which of these do you think is most true about jobs?

   a) Any job that pays a lot will be OK with me.
   b) I would like to do a job which I am good at.
   c) I don't care what job I will have, just so I can work.

11. Which of these do you think is most true about work?

   a) Getting paid a lot is more important than liking a job.
   b) Liking a job is more important than getting paid a lot.

12. Work is:

   a) something a person has to do
   b) doing something to help the community
   c) doing something to help yourself
   d) doing something just for the money

13. About the jobs of some of the people in my family, I know

   a) many things
   b) some things
   c) only a few things
   d) nothing

APPENDIX C, EXHIBIT XV (con'd)

Here are some questions that can be answered Yes or No. Draw a line under ONE of these answers for each question. Do not skip any.

---

14. In choosing a job, would you need to know what kind of a person you are?

YES NO

15. Do you know of any jobs that you think that you would like to do when you finish school?

YES NO

16. Is work important mainly because it lets you buy the things you want?

YES NO

17. By the time you are in high school should you be sure about the kind of work you want to do?

YES NO

18. Could people do any job they wanted to as long as they tried very hard?

YES NO

19. Do you have only a very little idea what having a job would be like?

YES NO

20. Can you think of several jobs that you would like to have when you finish school?

YES NO

APPENDIX C, EXHIBIT XVI

APPLICATION FOR ENROLLMENT
IN THE WORK EXPERIENCE PROGRAM OF INDUSTRIAL ARTS

Name _____ Parent or Guardian's Name _____ Date _____

Address _____ Phone Number _____

Age _____ Sex _____ Height _____ Weight _____ Social Security # _____

Distance from school _____

Grade in school ____ Do you plan to go to college? Yes _____ No _____

List the high school credits you have earned in: Math _____ English _____

Social Studies _____ Science _____ Industrial Arts _____

Commercial _____ Other _____

Parent's Occupation: Father _____ Mother _____

What type of curriculum are you enrolled in? College Prep. _____

General _____ Vocational _____

What hobbies do you enjoy? _____

List the clubs and organizations to which you belong _____

_____

Do you wear glasses? Yes ____ No____ Will you have transportation to work? Yes ____No____ Do you have any physical handicaps? Yes ____No____ If Yes, please explain: _____

List the name of employer and previous jobs you have held and the length of time spent on the job.

Name of Employer	Job	Length of Time
_____	_____	_____
_____	_____	_____
_____	_____	_____

What occupations do you prefer to receive training in?

First Preference _____

Second Preference _____

APPENDIX C, EXHIBIT XVI (con'd)

APPLICATION FOR ENROLLMENT IN THE WORK EXPERIENCE PROGRAM OF INDUSTRIAL ARTS (continued)

What types of work do you dislike? _____

Will you be available to work after school? _____ On Saturday _____

What subjects do you need to graduate? _____

Teacher Comments

1. Student Strengths or Deficiencies

2. Would you recommend this student for vocational training? Why?

3. Would you consider this student a potential drop-out? Why?

4. Comment on student's personality and attitude.

Counselor Appraisal

If not enough space available, please use back of sheet

APPENDIX C, EXHIBIT XVII

TRAINING PLAN FOR COOPERATIVE

WORK EXPERIENCE IN INDUSTRIAL ARTS

_____ _____ _____
(Name of student) (Age) (Grade)

_____ _____
(Industrial Occupation) (Training Station)

_____ _____
(Person responsible for training) (Number of weeks in training)

HOURS:	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
In School	_____	_____	_____	_____	_____	_____
Training Center	_____	_____	_____	_____	_____	_____

Beginning Wages: $_____ per hr. Starting date: _____

TRAINING CENTER OUTLINE

KNOWLEDGE-OPERATIONAL SKILLS-ABILITIES	HOURS P*	HOURS C**
DATE TOTAL HOURS		

* Planned
** Completed

Provisions

1. The school shall be responsible for providing technical and related instruction.
2. The training shall progress from job to job in order to gain experience in all phases of the occupation listed above.
3. The schedule of compensation shall be set by the center and in line with other employees of like experience and ability.
4. The Industrial Arts instructor will assist in the adjustment of problems.
5. The parent shall be responsible for conduct of student.
6. The student agrees to perform his duties at the training center and in school diligently and faithfully.
7. The student shall have the same status as other employees and the training may be terminated for the same reasons as any other employee.
8. No regular employee shall be laid off to train the student.
9. If the student drops out of school, he will not be employed by the training center for a period of less than 90 days.

OCCUPATIONAL COURSE OF STUDY

INFORMATION UNITS OF INSTRUCTION IN OCCUPATIONAL AREA	HOURS P*	HOURS C**
DATE _____ TOTAL HOURS		

* Planned
** Completed

_____ (Student)

_____ (Employer)

_____ (Parent or Guardian)

_____ (Industrial Arts Instructor)

_____ (Chairman of Advisory Committee)

_____ (High School Principal)

APPENDIX C, EXHIBIT XVIII

ME

I am _____

_____

I would like to _____

_____

Sometimes I think _____

_____

If only _____

_____

When I like someone, it's because _____

_____

I show that I like others by _____

_____ _____

My best friend is _____

Elementary School is _____

Teachers are _____

Education is important because _____

When I get older, I _____

Something I find hard to do is _____

_____

If I could do what I wanted to do now I'd _____

_____

Someone I think is great is _____

APPENDIX C, EXHIBIT XIX

Exemplary Program for Occupational Preparation

Student's Work Report

Week Ending _____
Student _____
Firm _____
Department _____
Supervisor _____

Please describe the various types of work you have done this week.

_____
_____
_____
_____

On what type of work did you spend most of your time during the past week?

_____
_____
_____

How would you rate your overall performance during the past week on the job?

Very Good _____ Good ____ Satisfactory ____ Poor ____

What instructions do you need to improve your performance on the job?

_____
_____
_____
_____

Are you happy in the area where you are working?
Yes _____ No _____

Do you feel that you are learning on the job?
Yes _____ No _____

Has anything occurred that would require an immediate conference? Yes _____ No _____

Comments:

APPENDIX C, EXHIBIT XIX (con'd)

"Things to Think about when making Occupational or Vocational Decisions"

1. What do I like about this job?

2. How much training is required?

3. How much education is required?

4. What physical characteristics are required?

5. Is there a need for these type workers?

6. What are the working conditions?

7. What are the possibilities for promotion?

8. Is the salary usually good?

9. Do I meet the physical and mental requirements?

10. Does anyone else feel I will be successful at this job?

11. Does the job require special abilities for dealing with people?

12. What type work have you done which is related to this occupation?

APPENDIX C, EXHIBIT X:

THIS IS TO SEE HOW YOU FEEL ABOUT SOME THINGS. THERE ARE NO RIGHT OR WRONG ANSWERS. CIRCLE EITHER THE YES OR NO ACCORDING TO HOW YOU FEEL.

1.	When you finish school do you want to work?	YES	NO
2.	Do you think all jobs are important?	YES	NO
3.	Do you think people who work are happy?	YES	NO
4.	When you get a job do you think you will be a good worker?	YES	NO
5.	Do you think people should work hard?	YES	NO
6.	Should all grown-ups work?	YES	NO
7.	Would you like to have a summer job when you are old enough?	YES	NO
8.	Would you like to do an important job?	YES	NO
9.	Should people who have families have to work?	YES	NO
10.	Should people get money who don't work?	YES	NO
11.	Do you think anybody really wants to work?	YES	NO
12.	Will you just work hard enough to get by?	YES	NO
13.	Do you think you should work to get money?	YES	NO
14.	Do you think people who work help other people?	YES	NO
15.	Do you like adults who don't work?	YES	NO
16.	Do you like adults who work?	YES	NO
17.	Do you think people work just for money?	YES	NO
18.	Should people ever do a job they don't enjoy?	YES	NO
19.	Do you think people who work are unhappy?	YES	NO
20.	Do you think people who work make lots of friends?	YES	NO